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ABSTRACT

The suggestions for learning activities in career education at the middle level (Grades 6-7) are presented with the aim of establishing career awareness related to five occupational clusters: environmental control, manufacturing, business office, fine arts and humanities, and marine science. The activities are presented under the headings of four domains of career consciousness: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Activities, resources, and evaluations are presented according to the domain and objectives, showing relationships with academic subject areas for the sixth and seventh grades. A list of occupations within the occupational clusters, a sample interview for Grade 7, local middle school library resources, and resource addresses are appended. (EC)

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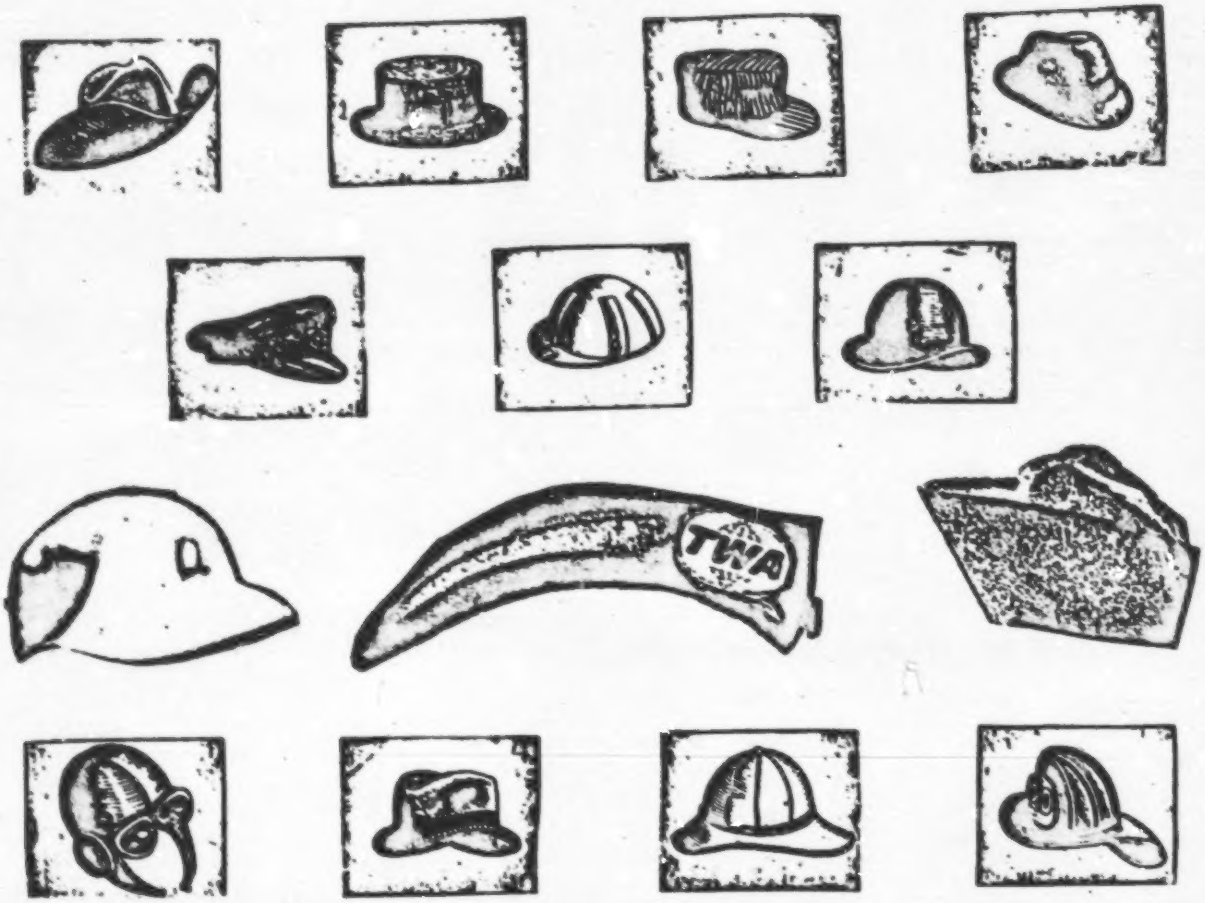
ACTIVITIES FOR EDUCATION



MIDDLE

Festus R-6 Schools
1515 Mid Meadow Lane
Festus, Missouri 63028

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CE005 680

ACTIVITY GUIDE

for

CAREER EDUCATION

FESTUS R-6 SCHOOLS, FESTUS, MISSOURI 63028

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Today, more than ever, our attention is focused upon the curriculum and how relevant it is to the needs of our students. Actually, patterns of curriculum development over the past years no longer fit the needs of today's students. Society today and its future is of great concern to all of us and with the reforms and refocusing of education, so that what is taught in the classroom has a bearing on the students; future plans are the essence of career education.

The planning of one's career cannot be a hit and miss affair in the present world of work. Teachers must be aware of the many options that are open to the students and take the proper measures to make self awareness available for their students. If this is done, careers for students of today and in the future will emerge, the kind of careers that are needed for today's student.

These guides in career education are the result of much dedicated labor by our committee which has made them available. The guide itself will have no value unless concerned teachers use it as a tool for students to acquire fundamental skills, mechanical and academic, needed in their future planning.

If by using this guide, career education becomes more meaningful for a sizeable number of our students in the R-6 Schools, the grant from the Vocational Division of the Missouri State Department of Education and the work of our local committee will be immeasurable. But let us not forget that the classroom teacher is still the most important factor in the making of any curriculum relevant and we feel, in the R-6 Schools, that we have quality teachers for that task.

Ralph B. Tynes
Superintendent of Schools

PHILOSOPHY

A program of public supported education designed to meet the needs of a democratic society must provide for a series of learning activities for all individuals in harmony with maturity, needs, abilities, and aptitudes. (First paragraph Festus R-6 District Philosophy)

It follows that our young people need to have an understanding of the opportunities open to them. Beginning at an early age, they must learn what work means, the careers open to young people today, and the careers that may emerge in the future. They need to know the obligations and requirements of those careers that are of interest to them, and they must acquire the specific skills--not just mechanical skills but the fundamental academic skills too.

Education in the classroom has a clear, demonstrable bearing on the student's future plans.

OBJECTIVES FOR CAREER EDUCATION FOR STUDENTS OF THE R-6 SCHOOLS

1. Develop good attitudes toward learning and work and an awareness of the relationship between education and life roles.
2. Develop self-awareness and awareness for individuals' places and responsibility to our society.
3. Develop an appreciation for the constructive use of leisure time.
4. Develop an awareness of the world of work.
5. Develop decision making skills.
6. Develop economic awareness leading to economic understanding.
7. Develop technical awareness and beginning competence.
8. Develop employability skills leading to career placement.

THE FOUR DOMAINS OF A CAREER CONSCIOUS PERSON
(Life Career Development-A Model, UMC-SDE, Gysbers, Moore)

1. Self Knowledge and Interpersonal Skills

This includes the awareness of self and others, the strengths and weaknesses, the likes and dislikes, the desires, etc. To develop those skills so that the student can relate effectively to other people.

2. Knowledge of Work and Leisure Worlds

This includes an opportunity to develop an understanding of the limitations that society places on an individual--sociological, psychological, and economic; to learn about pay, hours, fringe benefits, the cost of leisure activities, to choose because of the amount and the kind of personal satisfaction desired from work and leisure activities, to see the relationship of career and leisure time.

3. Career Planning Knowledge and Skills

This includes the elements of the decision-making process: gathering information from all relevant sources, using the information collected and making informed and reasonable decisions, reasonably predicting the future and foreseeing alternatives to meet the requirements of a preferred life career.

4. Basic Studies and Occupational Preparation

This includes mastering the basic skills of the language arts, mathematics, science, social studies, fine arts, physical education, industrial arts and vocational education. These skills will be learned relevant to occupational preparation, settings and events of a total life career development. A background will be presented to learn the skills for seeking employment, for further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

CAREER DEVELOPMENT CONCEPT

1. Understand and accept self as important throughout life.
2. People have dignity and worth.
3. Education and work are interrelated, both are honorable.
4. Occupations exist for a purpose.
5. Work means different things to different people.
6. There is a wide variety of careers.
7. Individuals differ in interest, abilities, attitudes, and values.
8. Supply and demand affect career planning.
9. Environment and one's potential affect career choice.
10. Occupation and life style are related.
11. Specialization creates greater dependence.
12. One's development requires continuous choice of careers.
13. Individuals can perform adequately in several occupations.
14. Individuals must be flexible in a changing society.
15. Individuals are responsible for career planning.

FESTUS R-6 CAREER EDUCATION

The aim of career education is to equip students with what they need to make informed occupational decisions by relating the World of Learning to the World of Work. Along the way they will have opportunities to investigate a variety of jobs and to explore their mental, physical and emotional capacities for handling them.

In the R-6 Schools, Kindergarten through Seventh is the "Career Awareness" phase. Children are introduced to the concept of work and jobs, the need for work and the variety of ways people earn a living. Lessons at first center on the roles played by different family members, then branch out to cover different kinds of occupations pupils see around the school. Policemen, firemen, and other workmen familiar to children are studied. The student's strengths and weaknesses are discovered. Information about all this will be presented as a part of the regular learning activities, not as separate lessons. All fifteen clusters (OE-72-39) are covered. In the activity of learning the alphabet drills would be a good opportunity for the teacher to point out how file clerks and others use letters to organize their work.

"Career Exploration" takes place in the eighth and ninth grades. Students narrow their fields of interest to three or four clusters, which they explore in depth. By the time they finish junior high school, students should have a good idea of the types of jobs that interest them and be able to make a tentative choice of several that interest them the most.

In the senior high program, students begin to acquire actual job skills in these fields. Such skills as drafting are made available to everyone, even students that are going to college. The idea is to give all students an opportunity to pursue training and study that could lead directly to a job after high school or to further training and study at a technical institute, business school, two or four-year college and beyond.

By exposing young people to information about work and jobs and careers starting in the earliest years of school, helping them to see the relevance of their education, the result could be a stronger motivation to learn and to stay in school long enough to acquire some basic skills needed to earn a living. The program is aimed at the academically talented students, too, who often finish high school with little idea of what it is to earn a living by doing the necessary work of our society. For them, Career Education will supply information and experience that widens their horizons and increases their career choices.

OCCUPATIONAL CLUSTERS

For ease in informing students about the wide range of occupations they have been categorized into fifteen broad clusters. The listing below shows the sequence of assigned clusters by grade level. The teacher is free to touch on other clusters as well.

ELEMENTARY		Assigned Cluster
Level: Awareness		
Grades:	FIRST	1 Public service 2 Health occupations
	SECOND	3 Agri-business occupations 4 Consumer homemaking, and related occupations
	THIRD	5 Personal services 6 Transportation
	FOURTH	7 Marketing and distribution 8 Construction
	FIFTH	9 Communications and media 10 Hospitality-Recreation
	SIXTH	11 Environmental control 12 Manufacturing
	SEVENTH*	13 Business office 14 Fine arts and humanities 15 Marine science

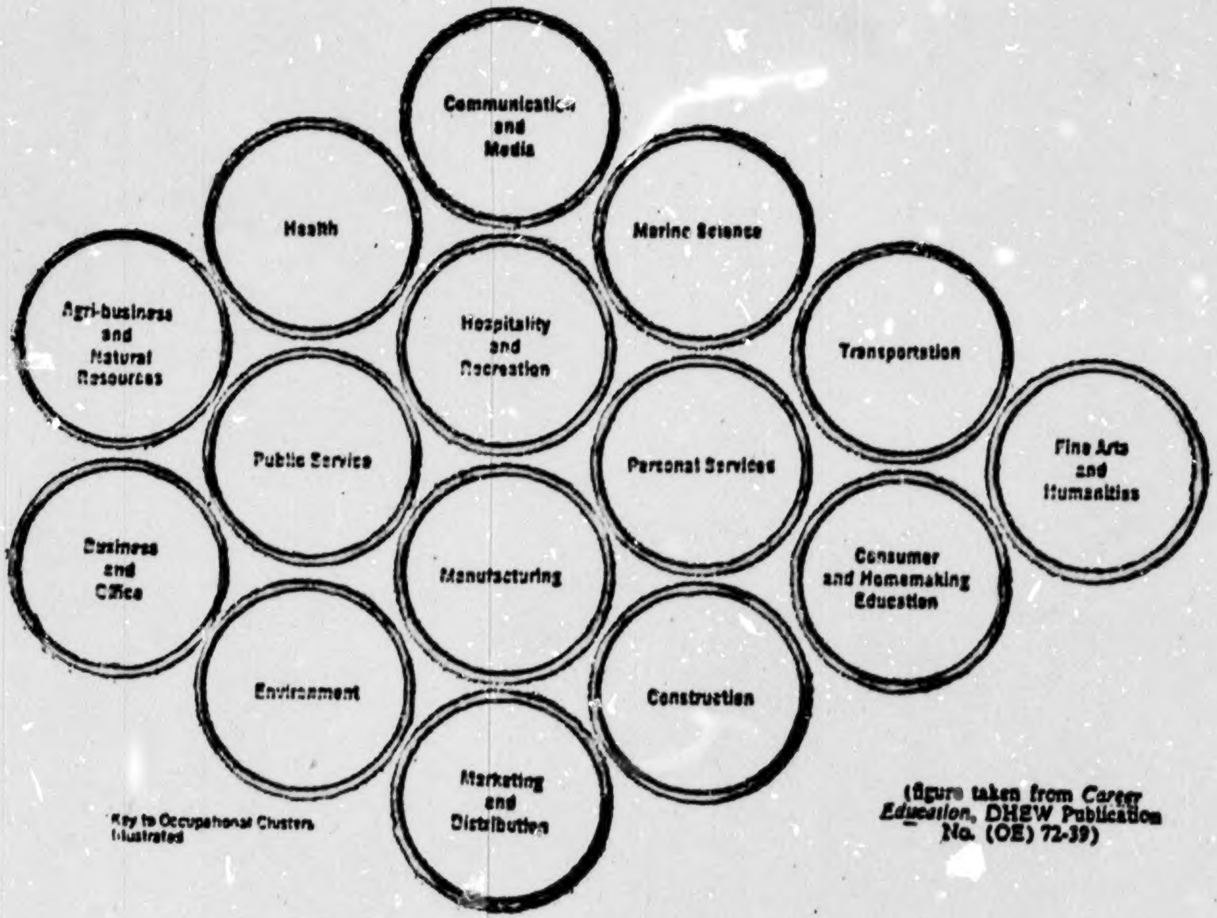
JUNIOR HIGH

Level: Exploration		
Grades:	EIGHTH & NINTH	Individual review and exploration

SENIOR HIGH

Level: Job Preparation	
Grades: TENTH, ELEVENTH & TWELFTH	Specific training

*By the end of the seventh year all students will have had minimal exposure to all clusters.


Communications and Media
Health
Marine Science
Agri-business and Natural Resources
Hospitality and Recreation
Transportation
Public Service
Personal Services
Fine Arts and Humanities
Business and Office
Manufacturing
Consumer and Homemaking Education
Environment
Construction
Marketing and Distribution

Key to Occupational Clusters Illustrated

(figure taken from *Career Education*, DHEW Publication No. (OE) 72-39)

These guides have been written in order not to shortchange any of our students in career education (as this will be the first year of the program). The committee hopes that as the full implementation of career education develops, the emphasis on the different levels will more nearly coincide with the Missouri Model.

Basic Education- teachers may select appropriate activities (as needed from the master guide) to fit the individual student's chronological and mental needs and abilities.

FESTUS MIDDLE SCHOOL

CAREER EDUCATION

I. GRADE SIX — CLUSTERS: "Environmental Control"
"Manufacturing"

Domains:
A. Self
B. Knowledge of Work World & Leisure
C. Career Planning and Preparation

II. GRADE SEVEN — CLUSTERS: "Business & Office"
"Fine Arts & Humanities"
"Marine Science"

Domains:
A. Self
B. Knowledge of Work World & Leisure
(divided into clusters)
C. Career Planning and Preparation

III. APPENDIX

1. Cluster Classification
    a. Grade 6
    b. Grade 7 (Note: Supplementary occupations under each of the 3 clusters.)
2. Representative Information for Occupations within 7th Grade Clusters.
3. Sample interview Grade 7
4. Middle School Library Resources
5. Addresses:
    a. Relating to 7th Grade Clusters
    b. Other resources available

TO THE MIDDLE SCHOOL TEACHER

The intended use of this booklet is that of a guide to the teacher. It is to help the teacher make Career Education an integral part of the course of study in his own classroom. It is not expected that the teacher will accept this as an assignment, but that he will use it as suggested ways to integrate Career Education into his curriculum.

III-1 **DOMAIN:** Knowledge of Work and Leisure World **SUBJECT AREA:** Sixth Grade Language

OBJECTIVE: The student will be able to choose an occupation from the field of manufacturing or environmental control and analyze it. To show students there are differences in jobs regarding: pay, qualifications and locations.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. Have students analyze a job on these points: a. What is the occupation. b. What is the nature, of the work. c. What qualifications and preparations are needed. d. What is the employment outlook. e. What is the earnings. f. What are the social factors I would enjoy. *See Appendix for list of jobs in these fields.	State Employment Office Guidance Office Dictionary of Occupational Titles Library	Students will become aware of their positive and negative traits they have concerning the job they have analyzed.
2. Have students research the "Job Want-Ads" of the St. Louis papers and list five jobs that pertain to the field of Manufacturing or Environment. From their choice they will list salary, educational qualification and location of job.	St. Louis Globe St. Louis Post-Dispatch	Students list of jobs.

DOMAIN: Knowledge of Work and Leisure World **SUBJECT AREA:** Sixth Grade Social Studies & Math m-2

OBJECTIVE: To show that the occupation is directly related to one's leisure.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. From students job choice the student will determine how much time is spent in the work world and how much time is available for leisure.		Students will learn to budget their free time.
2. The students will determine how much money will be available for his leisure time.		Students will make a budget for earnings of their job choice.
3. The students will determine what resources and facilities are available for leisure. a. Lakes b. Rivers c. Hunting area d. Golf e. Parks		Students will be able to list facilities that will be available to them for their leisure world.

m-3 **DOMAIN:** Self

SUBJECT AREA: Sixth Grade Language

OBJECTIVE: 1. To help each student grow in ability to understand and have respect for self and others.
2. To help each student grow in ability to recognize and accept his strength, weaknesses and limitations.

Clusters: "Environmental Control", Manufacturing

ACTIVITIES	RESOURCES	EVALUATION
1. Have students write a paper listing their relationship with the people who helped in getting them ready for school. Have student write a paper listing their relationship with people who depend upon them.	Filmstrips Guidance office Middle School "Think of Others First"	Student will be able to list 3 people who they depend upon and 3 people who depend upon them.
2. Responsibilites and how they are met.		
a. Have students write a paper about their responsibilites to family, to school.		Students will be able to list 5 responsiblities they have.
b. Have students write a paper dealing with any special talent they may have.		Students will discuss their special talents and how they can share them with others.
c. Have students list their weakness or limitation they might have.		Students will be able to describe 2 weaknesses or limitations they have.

DOMAIN: Self

SUBJECT AREA: Sixth Grade Language m-4

OBJECTIVE: To help students grow in ability and to understand self as an individual.

Clusters: "Environmental Control","Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
3. Relationship with Family Communication with parents		
4. Relationship with Peers Communication with peers		
5. Interests, hobbies, activities Individual likes Individual dislikes		
6. Have students write a paper dealing with their relationship with family, peers.		Students will be more aware of how their relationship with family and peers can affect their interest.
7. Have students write a paper dealing with their interests, hobbies, activities and how these activities effect their relationship with others.		

m-5 **DOMAIN:** Knowledge of Work and Leisure World **SUBJECT AREA:** Sixth Grade

OBJECTIVE: To introduce the different types of language used in the work world.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. Have each student bring in one word that is used in their parents job. 2. Teacher will make-up a spelling unit from this list. 3. Students will find definition for each word and be able to use words in a sentence.		Spelling Test.

DOMAIN: Knowledge of Work

SUBJECT AREA: Sixth Grade Social Studies

OBJECTIVE: Explore the various occupations associated with the field of manufacturing.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. Make a list of the jobs that pertain to the field of manufacturing in the local area.	Local Manufacture Personnel Manager	Students will be able to list five jobs from a local manufacturers and explain what these jobs are.
2. Have students tell if any of their family works in these factories, if so, what are their jobs.		
3. Conduct a field trip to a local manufacturer.		
4. Have personnel manager from local manufacture come in and talk to the class.		

m-7 **DOMAIN:** Knowledge of Work and Leisure World **SUBJECT AREA:** Sixth Grade

OBJECTIVE: The student will become aware of the fact that manufacturing is a key activity of our National economy. Develop an awareness of education and/or training for the vocations pertaining to manufacturing.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. Students will write a paper describing why Manufacturing is a Key activity of our Nation's economy.	Occupational Outlook Handbook	Students paper.
2. Have them answer questions like these in their paper: a. How many people worked in manufacturing in 1973. b. What is a durable product. c. What is a non-durable product. d. What percentage of women compared to men work in manufacturing. e. What is a blue-collor worker. f. What is a white-collar worker. g. What is the outlook for future growth in manufacturing.	Library Resources	
3. From the list of jobs prepared from local manufacturing, have students find out which jobs take special training and what differences are there in pay between jobs?	Occupational Outlook Handbook (U.S. Department of Labor) College Placement Office Dictionary of Occupational Titles	Students will list five jobs that requires special training and the pay scale for these jobs.

DOMAIN: Knowledge of Work and Leisure World **SUBJECT AREA:** Sixth Grade Spelling m-8

OBJECTIVE: The students will become familiar with terms used in manufacturing.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. From the field of manufacturing the students will learn the meaning of the following words and be able to use each word or term in a sentence. a. Shop Steward b. Fringe Benefits c. Union Dues d. Seniority e. Data Processing f. Blue Prints g. Material Control h. Arbitration i. Expediting j. Job Relocation (Bumping)	Dictionary World Book Library Dictionary of Occupational Titles	Students papers.

m-9 **DOMAIN:** Knowledge of Work World and Leisure World

SUBJECT AREA: Sixth Grade Language

OBJECTIVE: The students will be able to describe verbally the relationship between a finished product and the raw material.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. Trace development of finished product from beginning to end. Students will bring model of finished product to class and discuss the steps it goes through before reaching the consumer.	Manufacture of product chosen	Students will be able to discuss the major steps a product goes through.

DOMAIN: Knowledge of Work and Leisure World **SUBJECT AREA:** Sixth Grade Social Studies m-10

OBJECTIVE: The students will understand how manufacturing has developed due to the inventions in our world. The students will develop an understanding of how our world has changed and will continue to change due to mankind.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. The students will choose one of the men listed below and write a paper on how his inventing has helped in the development of manufacturing. a. Johannes Gutenberg b. James Watt c. Edmund Cartwright d. Robert Fulton e. Eli Whitney f. George Stephenson g. Cyrus Hall McCormick h. Henry Bessemer i. Gottlier Daimler j. Alexander Graham Bell k. Thomas Alva Edison l. Wilbur and Orville Wright m. Henry Ford	"Famous Inventors" Library	Students paper.
2. The students will choose from the list below one Explorer and compare the land they explorered to what it is today. Looking at such things as natural resources, populations, manufacturing life style. a. Henry Rowe Schoolcroft b. Robert Cavalier De La Salle c. Jim Bridger d. Hernando De Soto e. Lewis and Clark f. Daniel Boone g. John Charles Fremont h. Jedediah Smith i. John Colter j. Zebulon Montgomery Peek	"Explorers of our Land" Library Resource	Students paper.
3. Class could be broken up into groups and have discussion on these explorers and the land they helped to develop.		

m-11 **DOMAIN:** Knowledge of Work and Leisure World **SUBJECT AREA:** Sixth Grade Art

OBJECTIVE: To promote career work through art activities.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. Have students prepare poster dealing with their job choice from the field of Environmental Control or Manufacturing.	Magazines Poster paper	Finished Poster.

DOMAIN: Knowledge of Work and Leisure World **SUBJECT AREA:** Sixth Grade Science m-12

OBJECTIVE: To make the student aware that because of our changing environment, new jobs are being created constantly.

Clusters: "Environmental Control", "Manufacturing"

ACTIVITIES	RESOURCES	EVALUATION
1. Students will research 5 jobs that have been created due to our concern for our environment. Students will write a paper or form panel groups to discuss these jobs.	World Book Career Education In the Environment Film Strips B-30, B-31 B-32, B-33 B-34, B-35 B-36, B-37 B-38, B-39 B-40, B-41 B-42, B-43 B-44, B-45 B-46, B-61 B-62, B-63 B-64, B-65 B-66, B-67	Students will be able to list 3 jobs that have been created in the last 10 years and what part they play in our environment.

m-13 **DOMAIN:** Self-Knowledge

SUBJECT AREA: Seventh Grade Language Arts

OBJECTIVE: To allow the student to realize that failure is also a vital ingredient in succeeding in life.

ACTIVITIES	RESOURCES	EVALUATION
1. Show the filmstrip "Failure: A Step Towards Growth." Have the students research and write a theme, develop a skit, or a short oral presentation discussing the following:(a) Explain "passing the buck", (b) How did famous people in politics, science, or business rise above failure, then finally succeed? (i.e., Lincoln, Churchill, Nixon, etc.) (c) How can we learn from these people?	Filmstrip--"Failure: A Step Towards Growth"	The student's research-based theme or skit presented orally to class answering the 3 questions.
2. Have students answer privately on paper or in a teacher/student interview the following questions: (a) Why is fear of failing such an important factor in causing failure? (b) What are some reasons for failing? (c) How does one overcome failures? (d) Tell of some failures in your life and tell what you learned from them. (e) When you see something new or strange, do you have the curiosity and the courage to investigate it? Why or why not?		Student's personal views on their own experiences with failure--written or presented orally to the teacher.
3. Conduct a poll of 20 Middle School students, pooling the answers given by these students to arrive at a broad generalization of their views concerning "school and failure." Questions: (a) What success have you experienced so far in school? (b) Are you as curious in school as you were in elementary school? (c) If above answer is no, can you explain why your curiosity has lessened? (d) How could education in Middle School be compared with Elementary School? (e) How do you attempt to overcome failure? (f) Do you become very upset when you fail at something? (g) How do you react when you fail? Do you blame yourself or others? (h) Do you believe you know enough now to satisfy you for the rest of your life or is there a need to keep on learning? Explain.		Poll of students at Middle School revealing their attitudes on "school and failure."

DOMAIN: Self-Knowledge

SUBJECT AREA: Seventh Grade Language Arts

OBJECTIVE: The individual will be able to verbalize the changes he has experienced during the last 12 months and those he would like to change in the future.

ACTIVITIES	RESOURCES	EVALUATION
1. (a) Students will list undesirable character traits that they have noticed in the classroom. (b) Discuss possible changes. (c) Encourage personal improvement program. (d) Discuss each week the personal improvement program with the class, including any problems encountered and any positive or negative reactions they might have received from their families or peer group members.		Individual learns to strengthen and appraise self-image.
2. Have students keep a diary following their progress (or lack of it) in changing an undesirable trait or habit, over a period of several weeks.		Student will be able to verbalize and relate his positive and negative character traits and show improvement toward his desired goals in a diary.
3. Have an interview between students and community people representing various occupations. Discuss various desirable traits needed for the jobs. (Keep the areas covered in seventh grade in mind, i.e., Business, Fine Arts, Marine Science.)		Interview with various people involved in careers dealing with business, fine arts, or marine Science.

m-15 **DOMAIN:** Self-Knowledge

SUBJECT AREA: Seventh Grade Fine Arts

OBJECTIVE: The individual will be able to discuss and list 20 of his positive and negative character traits and how this relates to potential careers.

ACTIVITIES	RESOURCES	EVALUATION
1. The class will develop a list of desirable character traits. Each student will compare these traits with his concept of "self." The student will keep a list of these for future reference. a. The student will discuss how each positive trait on the list can be attained. b. Given a certain amount of time, each student will work to improve on his checklist. c. Self re-evaluation occurs at the end of this period.		The student will compare his findings with the class and discuss the relevant changes.
2. Each student will research 3 occupations of his choice within the Fine Arts cluster. He will relate which traits are consistent with his positive and negative personality characteristics.		The research of the 3 occupations, parelleling their personality demands with that of the student's own traits.
3. Show a filmstrip of various occupations related to the community within the Fine Arts and have the student discuss the personal traits required for each occupation shown.	Filmstrip	The student will list several traits demonstrated in the filmstrip.
4. Have the students write a short paper on an adult in the entertainment field that they most admire. Have him list the person's special qualities of personality and character that made him feel this admiration.		Students will relate on paper positive character traits of a person who is truly admired in his profession.

DOMAIN: Self Knowledge Awareness

SUBJECT AREA: Seventh Grade Language Arts

OBJECTIVE: Students will become aware of the meaning of personality involving value clarification, and understanding one's own self image.

ACTIVITIES	RESOURCES	EVALUATION
1. Have each student, individually or in a group, discuss the following questions:* a. What personality traits attracts you? Turns you off? b. Is it possible for a person's personality to be very different from his character? Does personality always reveal character? c. What do other people do that makes you feel uncomfortable or self-conscious? Happy and self-confident? d. If you drew a picture of yourself, what would you emphasize as your best features? Your poorest features? Do you think that if your best friend (or your boyfriend or girlfriend) drew your picture it would look like the picture you drew? Now suppose somebody you know dislikes you drew the picture, how would that one look? What does all this prove about appearance? e. If you realize a good friend is doing something that bothers others or that is not in his own best interests, should you tell him about it? How? f. Do you think Middle School years are a carefree, happy-go-lucky time for you? For many people you know? g. Define self-image. How do other people guess what your self-image is? How do you know what self-image your friends carry? h. What differences in others are you willing to accept? What kinds of differences do you feel you cannot accept? i. What opportunities does Middle School offer for you to meet other people? Develop new interests? Develop leadership? j. Think of the adult you admire most. What are that person's special qualities of personality and character that make you feel this admiration? k. You have just had a fight with your father, mother, boyfriend, sister, etc. and you are upset and angry. Will you keep your feelings to yourself? Will you tell a friend about them? Is it a friend who will help you? Can you think of a better way to handle your feelings?	"Your Personality: The You Others Know" *Booklet in Guidance Office, p. 6.	The student will be able to define personality and self-image. The student will be able to see more clearly his values making up his self-image.

m-17 **DOMAIN:** Self Knowledge Awareness

SUBJECT AREA: Seventh Grade Language Arts

OBJECTIVE: Students will become aware of the meaning of personality involving value clarification, and understanding one's own self image.

ACTIVITIES	RESOURCES	EVALUATION
2. Show the filmstrip "Your Personality: The You Others Know" and discuss any problems the students wish to bring forth.	Filmstrip: "Your Personality: The You Others Know"	Discussion of filmstrip.

DOMAIN: Self-Knowledge **SUBJECT AREA:** Seventh Grade m-18

OBJECTIVE: To lead the student to become aware of his own creativity, interrelationships with peers, and the necessity of responsibility to himself, his peer group, and society.

ACTIVITIES	RESOURCES	EVALUATION
1. A. Show the filmstrip "Are You Creative" and lead the students in a discussion of the subject of individual creativity. B. Divide the class into 4 groups, allowing the student to choose his group. Allow each member to "create" within one of the following creativity divisions: 1. Written (stories, poems, songs, etc.) 2. Oral (speech, singing, drama, etc.) 3. Mechanical (drawing, tinkering with objects, etc.) 4. Artistic (painting, sketching, dancing, etc.)	Filmstrips available in Guidance Office	Students will be able to discuss individual creativity. Student's individual projects within the chosen group.
2. Show the following filmstrips and lead students to become aware of the concept of "peer." A. "The Ins and Outs" (1) Discuss Peer Pressure in choice of: a. friends b. ways of dress c. leisure activities d. use of drugs, cigarettes, alcohol		Discussion.
(2) Role play situations showing "peer" influence on daily life. Examples: a. "friends" urging a person to steal candy from the store. b. "friends" trying to turn-on a non-drug user.		Role playing.
B. "Taking on Responsibility" (1) Lead students in a discussion of how they are responsible to/for many people: a. self b. parents c. teachers d. siblings e. grandparents f. team members g. friends		Discussion of responsibility to these people.
(2) Write a short theme on "Responsibility in Life" within 3 levels: Childhood 1-17, Adulthood 18-65, Advanced age 66 on up		Theme developing the changing responsibilities within 3 phases of life. (Contrast--show responsibility to others.)

m-19 **DOMAIN:** Self-Knowledge SUBJECT AREA: Seventh Grade

OBJECTIVE: To lead the student to become aware of his own creativity, interrelationships with peers, and the necessity of responsibility to himself, his peer group, and society.

ACTIVITIES	RESOURCES	EVALUATION
3. Show the importance of responsibility to self and society by dividing it into 6 major types of responsibility. Have each student define the meanings of each type and have a panel discussion on this topic. a. Scholastic (study habits) b. Social (getting along with others, reliable) c. Civic voting (responsibility to community d. Vocational (job qualifications) e. Financial (handling money, budget) f. Personal (ideals, values)	Filmstrip "Taking on Responsibility"	Students will define the six broad types of responsibilities and discuss them in a class panel situation.

DOMAIN: Knowledge of Work World and Leisure SUBJECT AREA: Seventh Grade

OBJECTIVE: To lead the students to a better awareness of the world of business and the potential careers available in this cluster.

Cluster: Business and Office

ACTIVITIES	RESOURCES	EVALUATION
1. Lead the class in a discussion of businesses within the community. Take a survey to find how many relatives of class members work in these businesses.		Class discussion of available businesses in the community.
2. Have students thoroughly research 10 occupations within the Business and Office cluster. Include (a) Duties of occupation, (b) Working hours and conditions, (c) Fringe benefits, (d) Salary, (e) Training, (f) give example of when one would find an employee in this occupation.	See appendix	Research project of 10 occupations within cluster.
3. Interview a worker in one of the 10 occupations researched above. Read to the class the information learned. Sample interview in the appendix.		Interview.
4. Encourage the students to learn more about their community by utilizing a walking excursion, the phone book, etc. to find out the number of businesses in the downtown area. List: (a) Real estate offices, (b) Banks, (c) Insurance Co., (d) Department Stores, (e) Grocery Markets, (f) Drug Stores, (g) Eating establishments, (h) Furniture stores		Listing of number of businesses in the downtown area.
5. Take field trips to various businesses to learn more about specific jobs within each establishment. Students should be encouraged to take notes of how many different employees and types of jobs they observe. (Brief student interviews may be allowed if permission is granted beforehand.)	Note pads	Field trip to learn more about specific jobs within the business.
6. Have students plan and set up a department store, dividing into committees for better efficiency. Records should be kept in all departments and checked weekly. Departments: (a) Merchandise--1. ordering, 2. display	Store catalogs	The class will set up a department store--functioning with the 5 departments, with records being kept and checked weekly.

m-21 DOMAIN: Knowledge of Work World and Leisure SUBJECT AREA: Seventh Grade

OBJECTIVE: To lead the students to a better awareness of the world of business and the potential careers available in this cluster.

Cluster: Business and Office

ACTIVITIES	RESOURCES	EVALUATION
6. Departments continued: (b) Accounting--1. Accounts payable, accounts receivable, 2. Billing (c) Credit--1. Types of charges available, 2. Credit cards issuance (d) Personnel--1. Hiring, 2. Grievance (e) Service--1. catalog, 2. Exchange and return NOTE: The class can make their own currency. Check writing could be encouraged. Merchandise can range from clothing to sundries. It can be brought from home by the students. A major store catalog could be used for ordering purposes. Forms must be made for credit application, catalog sales, receipts, employee time sheets, etc.		Each student will be able to transact and record a sale of merchandise. Each student will be able to write a check.
7. Have students fill out a credit application form.	Application form	Students will be able to fill out a credit application form.
8. Have a special committee investigate the integrity of the answers before accepting or rejecting credit.		Investigation of credit application forms.
9. Have a panel discussion with students differentiating between various types of secretaries--giving qualifications, salary, background training, and types of personality (appearance) required of each. (a) stenographer, (b) legal secretary, (c) medical secretary, (d) court reporter, (e) receptionist		Panel discussion of different types of secretaries and their qualifications.
10. Have students write a theme on the topic, "The importance of computer services in the large and small business office."		Theme discussing the computers role in business.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To lead the students to a better awareness of the world of business and the potential careers available in this cluster.

Cluster: Business and Office

ACTIVITIES	RESOURCES	EVALUATION
11. Encourage the students to better understand the business world by introducing the concept of "chain of command" by having the class work within the school district. Have them set up a "chain," beginning with the Board of Education. Note the "pecking order" concept when problems arrive, and the responsibility of each position held.		Students will develop a "chain of command" within the school system.
12. Role play the part of a supervisor reprimanding an employee and praising an employee. Discuss the important qualities sought in a supervisor's job.		Role play and discussion of supervisor's role in business.
13. Role play a personnel manager interviewing several applicants for various jobs. i.e., receptionist, cashier, real estate salesman, medical secretary, teacher, etc.		Role play the important role of personnel manager.
14. Help the students to understand the banking world by stressing the following services: transfers, money, assist governments, trust funds, loans, invest funds, deposits, checking, travelers check, safe deposit boxes, and issues credit cards. Have the students utilize the special booklets (available through Crystal City Bank). Have the students choose one or more of the above services and write specific occupations involved in the service.	"You and Your Community Bank" (Student guidebook to better banking practices) Crystal City State Bank	Student will be able to choose one or more banking services and write specific occupations within that service.
15. Arrange a field trip tour of a local bank. Have students write down the services they observe throughout the tour. Have students be alert to existence of computers and other office equipment.		Tour of bank to observe its employees, office equipment, and the working world of money.

OBJECTIVE: To lead the students to a better awareness of the world of business and the potential careers available in this cluster.

Cluster: Business and Office

ACTIVITIES	RESOURCES	EVALUATION
16. Have students find information about the local credit bureau. Have them answer the following questions: (a) Why is a credit bureau important? (b) What is the function of a credit bureau? (c) Is this bureau discriminating or does it play a vital role in the business world?	Resource person to speak Contact: Big River Credit Bureau 335 Bailey Rd.	Discussion with answers to questions concerning a credit bureau.
17. Examine the world of insurance by having the class list the different types of insurance available. (home, life, auto, etc.)		List of different types of insurance.
18. Have students learn about Real Estate by having a resource speaker. Students should be able to answer the following questions: (a) What qualifications must a real estate salesman possess? (b) What does a real estate broker do? (c) What qualifications and duties must a real estate appraiser meet? (d) Is it mandatory for a real estate agent to be licensed by the state? Why? (e) How are the various real estate employees paid? i.e., commission, straight salary, etc.?	Contact: Local real estate agent to speak to class.	Students will be able to answer questions concerning real estate.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To conduct a career week with various resource people.

ACTIVITIES	RESOURCES	EVALUATION
1. Have students tape interviews with various work personnel of different occupations to be presented to class for discussion.	Tape recorder Tape	Students Tapes and class presentation.
2. Invite or go visit a representative of State Employment Office to give general outlook of the state job market.		Student will be able to list specific jobs in this area.
3. Present to the students three general areas of work situation: (a) People (social), (b) Ideas (abstract), (c) Things (concrete).		Students will be required to verbally express the distinction between the 3 general work areas.
4. Have student relate 10 jobs under each heading and show how many jobs can overlap in another area.		Students will find various jobs within each work area. They will list how some jobs can overlap.
5. Students can discuss skill classifications as: (a) Professional, semi-professional, managerial; (b) Skilled; (c) Semi-skilled and unskilled.		Students can write a paper discussing the skill classification.
6. Have students choose 10 jobs and prepare job descriptions consisting of usual duties, preparation required, personal qualifications, individual interests, advantages, and disadvantages.		The student will choose 10 jobs and describe the qualifications on paper.
7. Invite pertinent resource person from Social Security office to speak to class. Have students write to Social Security Office for their cards.	Local resource person	Students will show their understanding of the Social Security Office by writing for their own Social Security card.

DOMAIN: Knowledge of Work World and Leisure SUBJECT AREA: Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
A. Visual Arts		
1. Have the students list 5 occupations within the visual arts grouping and enumerate the personal qualifications needed for that job. The student can find answers for these questions: (a) What type of occupation? (b) What specific training is needed for the job? (c) Are drawing skills, manual dexterity and a keen sense of beauty mandatory for this job? Is talent needed? (d) How many working hours are spent daily? (e) What rewards (besides salary) are accorded this occupation? i.e., fame, prestige, satisfaction, etc. (f) How much does this person earn in his job? (g) What qualifications does the student have that could be of benefit in this occupation? (h) Why would (not) the student enjoy this job?	See appendix	List of 5 occupations with answers to questions.
2. Have students research and discuss the distinction between these types of artists: (a) commercial, (b) dramatic, (c) fashion, (d) screen, (e) television	library resources	Class discussion of comparison of types of artists.
3. Have students watch two game or talk shows and sketch the "set" created by the artist and staff. Discuss color scheme, use of words, style of lettering, etc. Compare the two "sets" for originality, appeal to the eye (flamboyant-dull), amount of money spent on it (extravagant-cheaply done) etc.	Television	Sketches with discussion comparing the two "sets."
4. Urge the students to use one day a week to become a real artist. Have them produce an original craft or art, show the class their work, and give a history of the craft.	Young People's Story of our Heritage--Sculpture (Hillyer and Huey) Slate Sculpturing (Marks) Drawing and Decorative Arts (Colby)	Student-artists presentation of original works.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
	Early American Crafts (Colby) African Crafts for you to Make (D'Amato) Jar and Bottle Craft (Sattler)	
5. For one whole week allow students to put to work their love of cartoons by having them draw their own comic strips, complete with: (a) title, (b) original characters, (c) dialogue (optional) Each day a new strip should be added. (Good cartoonists must meet their deadlines!) Post them on the bulletin board to allow readers to keep up on their favorite class comic strip.	Comic-Book Strips (741.5) As You Like It, Charlie Brown But We Love You, Charlie Brown Peanut's Classics (all the above by Schulz)	Bulletin board with daily comic strips.
6. Students should be encouraged to use various forms of lettering for art projects, name tags for desks, posters, maps, etc.	construction paper ink, paints	A completed lettering project.
7. After studying magazines and newspaper ads advertisement can be initiated at this point. Have students do an advertising project by dividing into committees: (a) creative thinkers (design ad) (b) letterers (c) lay-out artists (d) illustrators (e) paste-up artists	Magazines, newspapers Construction paper Paints, ink, etc.	Committee advertisement project.
8. Write and illustrate a class newspaper. Have an art designer (for a cover sheet) comic section, political cartoons, picture advertisements for the want-ad section, etc. Utilize lettering by using stencils and allowing the students to do the stenciling themselves. NOTE: Posters can be made using the student's advertising skills to promote the sale of the newspaper.	Stencils	Class newspaper.

m-27 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
9. Lead the students to understand the world of fashion by having them become a: (a) hat and purse designer (b) shoe designer (c) clothes designer (d) fashion artist (e) sheets, towel designer		A sketch of a fashion article designed by students.
10. Let the student design an original "toy" (game, puzzle, animal, etc.) for a first grader for a holiday treat. Then allow the student to construct the "toy" and present it to the child as a special gift.		Original design and completed toy.
11. Have the students write an original play or adapt one from a favorite story, then design the set for a puppet show for an elementary class. The students can design and create their puppets, utilize lettering skills, and perhaps even make hand-out programs for their young audience.	Sir George's Book of Hand Puppetry (Creegan)	Puppet show--complete with set, puppets, and programs.
12. To encourage an interest in careers in design, art projects in these areas could be beneficial: (a) Wallpaper design (students could design their own),(b) Pottery decoration designer (ceramics), (c) Stained glass window (work with sheer tissuepaper in simulated stain glass affect), (d) Flooring and tile designer, (e) Jewelry and silverware designer (ceramic metal craft, leathercraft, etc.), (f) Furniture designer (cardboard replicas could be used)	Construction paper, clay, colorful tissue paper, leather, etc.	Any of the six projects chosen by the students.
13. Have students discuss how the Visual Arts area can lead to meaningful hobbies and can be a wonderful outlet for their energies to "create."		Class discussion on hobbies.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh grade m-28

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
14. (a) Students will be able to differentiate between the following types of photography by researching and writing a short report on each: (1) commercial, (2) portrait, (3) motion picture, (4) news, (5) television cameraman, (6) scientific, (7) aerial		Reports showing relationship of each type of photography.
(b) Have students compare and contrast these elements within each type of photography: (1) salary, (2) training, (3) possible dangers (hazards)		Similarities and contrasts between types of photography.
(c) By using various pictures, taken with several types of cameras, have the class decide which of the types of photography the picture falls under.	Several photographs	Discussion of photos.
(d) Have students take pictures of their school showing the daily life and atmosphere at the Middle School. Seek vitality and the essence of "life" in the photographs. Arrange them on the bulletin board in the main lobby for the whole school to enjoy.		Class photographs of the Middle School life displayed on the bulletin board.
15. In a theme, reveal the personality and "genius" of creativity that abounded in one of these artists. Describe the artist's style of painting also. Have students research one of the following artistic geniuses:	Famous American Artists Leipold 927 Middle School Library	Research Theme.
a. Michelangelo	The World of Michelangelo (Coughlan)	
b. Bruegel	" " " Bruegel (Foote)	
c. Cezanne	" " " Cezanne (Murphy)	
d. Durer	" " " Durer (Russell)	
e. Leonardo da Vince	" " " Leonardo (Wallace)	
f. Picasso	" " " Picasso (Wertenbaker)	
g. Titian	" " " Titian (Williams)	
h. Copley	" " " Copley (Frankenstein)	
i. Rodin	" " " Rodin (Hale)	
j. Delacroix	" " " Delacroix (Prideaux)	
k. Whistler	" " " Whistler (Prideaux)	
l. Watteau	" " " Watteau (Schneider)	
m. Rembrandt	" " " Rembrandt (Wallace)	
n. Marcel Duchamp	" " " Marcel Duchamp (Tomkins)	
o. Bernini	" " " Bernini (Wallace)	
16. Take a field trip to the "St. Louis Art Museum." A tour can be arranged.		

m-29 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museum.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
16. (cont.) Suggested subjects are: "Introduction to the Museum" "Art of the Ancient World" "Art of Medieval Europe" "Art of the Renaissance" "Art of America, England, France, or Spain"	Your World and Mine (Social Studies text) p. 98, 122, 178, 219	Field trip to the St. Louis Art Museum.
17. Take a field trip to the "Loretto-Hilton Repertory Theater" and tour the backstage, scenery shop, costume shop, catwalk, and learn about various operations of a professional theater. Tour can be taken separately or after a 10 a.m. matinee. Background information can be gained by having a speaker come to class before the field trip.		Field trip to show how visual arts can be used as a career in many unique ways.
18. Tour a "film processing lab" and see steps in the development of film.		Tour film processing lab.
19. Tour "Christ Church Cathedral" for a guided excursion into one of the finest examples of 14th century Gothic architecture. The St. Louis Cathedral has beautiful mosaics and the "Old Cathedral" (museum) has outstanding stained glass windows.		Tour of "Christ Church Cathedral" "St. Louis Cathedral" "Old Cathedral" and museum.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion, and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
B. Writing		
1. Lead the class to understand the occupations within the form of self expression called "writing." Discuss these general careers: (a) literary writers, (b) playwrights), (c) poets		Discussion of 3 broad classifications of writing careers.
2. Have students read biographies about famous writers (noting their backgrounds, education, type and style of writing, etc.) and have an oral presentation to the class. Some suggestions: Longfellow Sinclair James Baldwin Dickens Pearl Buck Jack London Poe Zane Gray Irving Twain Alcott Cooper Hemingway Arthur Miller	Library resources Famous American Fiction Writers Leipold 920	Oral presentation discussing the lives of famous writers.
3. Discuss or list the rewards and hardships involved in careers related to writing. List qualifications the student possesses that would accommodate a writing career.		Discussion or list of advantages involved in writing careers.
4. To involve students in writing things with a very few choice words, have them to "create": (a) 3 bumper stickers--political, social (b) 2 greeting cards--humorous, serious (c) 2 commercials--for radio, television (d) 2 posters--humorous, attention getting, serious, thought expressed (e) 1 T-shirt slogan		Original bumper stickers, greeting cards, commercials, posters, and T-shirt design.
5. Students may write an original short story, skit, or mini-play about a character who has an occupation similar to one of his interests in the fine arts area. Try to capture the "feel" of the job, the advantages and disadvantages involved, etc.		Short story, skit, mini-play, involving an occupation of their choice within the fine arts area.

m-31 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
6. Take a long sheet of colorful paper and allow the students to add their own "graffiti". The more creative slogans and ideas could be included in a class booklet.		Large poster of original class graffiti.
7. Find or have students select magazine or newspaper pictures and have them write captions for the pictures. Post the pictures and captions for the class to enjoy.	Magazines, Newspapers	Bulletin board with magazine pictures with original captions.
8. Lead students on a short unit study of poets by having them research famous men and women who have added to the world of literature. Some examples: Poe McKuen Frost Coleridge Sandburg Burns Longfellow Browning Milton Keats Students may compile a notebook comparing and contrasting various poets by observing: 1. Type of poetry written 2. Era of writing 3. Life style 4. Personality	Library resource materials	Research of famous poets' lives and notebook comparing individual's creative qualities.
9. Introduce students to varied types of poetry. Encourage them to find poems on their own to read or recite from memory for the classes' enjoyment. These poems can be included in a poetry notebook or a file with notecards. The students can add to this year after year.	See Booklist for library resources.	Notebook or poetry file containing teacher-selected poems and ones chosen by students.

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
10. To introduce the role of the critic have the student read a book and "review" it for the class. The critical eye is important in stressing the author's success or failure: (a) Get and hold the reader's attention (b) Credibility of the characters (c) Plot development (d) Level of reading difficulty	Library resources	The written or oral critique of a library book.
11. Choose a television movie and have the students write a critique of the movie. (Add the criticism of acting, "flow" of the plot, and success or failure of the final scene in adding to (or detracting from) the story.)	Television	Television movie critique.

m-33 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
A Performing Arts		
1. Have students learn of the potential careers in the performing arts by allowing them to research and report to the class the following occupations: choreographer dancer theatre stage director theatre manager public relations director playwright stage-scenery designer costume designer drama critic drama coach actor composer instrumentalist vocalist talent coordinator		Student research and report of Performing Arts careers.
2. Have student choose 2 occupations and write for information to become aware of potential careers. (NBC, CBS, ABC, Muny Opera, Loretto Hilton, Actors Guild, American Theater, etc.)		Report of information received on 2 Arts careers.
3. Write or visit a radio or television station to learn of qualifications needed to fill a position of interest to the student.		Information gained by visiting or writing a television or radio station.
4. Have a class list hobbies and interests in the performing arts area and list any local businesses for expression of these interests.		List of area businesses dealing with performing arts.
5. Have students write a story (with script), and produce their own play complete with auditioning actors, choosing artists for "set" decoration, costume designer, seamstresses, musicians, advertising committee, hand-out program committee (designer, stenciler, etc.), stage manager, "prop" handlers committee to construct the "sets", script girl, and student director.	The Scarlet Thread (Weik) (a group of one act plays for young people) Star Comedies for Jr. High Schools (Starr) Plays for Special Occasions (Preston)	An original, full length play produced by the class.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
6. Encourage students to bring clippings from newspapers of performances and productions to be held at Jefferson College, the High School, or in St. Louis of current events in the fine arts world. A special bulletin board can be reserved for this purpose. Discuss the possibilities of a "performing arts" career as a student (in high school or Jefferson College) and in later life in St. Louis.	newspapers	Bulletin board with current events (clippings, pictures) of fine arts locally and in St. Louis.
7. Have students role play the activities of a recording studio using a tape recorder. Groups could sing and play musical instruments. Different "effects" could be experimented with to achieve background.		Tapes of group singing.
8. Allow students to make their own rhythm and musical instruments. Have the students perform for the benefit of the whole class.		Individual rhythm and musical instruments constructed and performed by the students.
9. Invite local talented vocalists, instrumentalists, and dancers to the class for a performance. Compare performing arts (singing, playing, dancing) not only as careers but as excellent hobbies and outlets for creative expression.		Visit by a resource person.
10. Let students compose their own music and accompany themselves with a piano, xylophone, autoharp, or their rhythm instrument constructed earlier. Have class analyze it for rhythm, lyrics, ease in singing, etc.	musical instruments	Original compositions.

m-35 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
11. Have the class research the lives of several famous musicians and tell of their contributions to society. Some examples: John Philip Sousa, Irving Berlin, Louis Armstrong, Marion Anderson, Lena Horn, Van Cliburn, Leonard Bernstein, Beatles, etc. Tell in report form the qualities that made each so unique.	Famous American Musicians Leipold 920	Research and reports on lives of famous musicians and their contributions to society.
12. Have students express themselves in modern dance by interpreting a selected piece of music. Encourage them to be as uninhibited as possible and concentrate on feeling the music in their interpretive dance.	selected musical recordings	The students will interpret in dance a selected piece of music.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
D. Architecture		
1. Have students enumerate the differences between the following types of architects: (a) marine architect (b) landscape architect (c) urban planner (d) school plant consultant	Library resources	Listing of 4 types of architects.
2. Have students design a new middle school building, complete with landscaping (noting the various levels of terrain). Exterior and interior should be included.		Student blueprint of Middle School.
3. Invite an architect to visit the class to discuss the importance of architecture in planning communities, college campuses, shopping centers, etc.		After architect's visit to class, students should be able to answer questions about architecture and its importance in our world.
E. Religion and Theology		
1. Students should be encouraged to interview one of the following careers within the "religion and theology" grouping. Students should list qualifications for the job, training, fringe benefits, salary, years of experience, etc. Minister — Director of Music Catholic priest — Church organist Missionary — Director of religious education Rabbi		Interview with worker in "religion and theology" career.

m-37 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
F. Language and Linguistics		
1. Have students research the foreign languages offered in the high school. Have them choose one of these and interview a student presently enrolled in the course. Ask their views on : (1) Why they chose that foreign language, (2) Where and how they plan to use the language after graduation, (3) Would they recommend this language to the student as a second language (why or why not?).		Interview with high school student presently enrolled in a foreign language.
2. Encourage students to bring to class any foreign word, used in our own language (i.e., ala mode), and arrange them in a notebook or bulletin board under the heading of that language. Some familiar ones could be: French, Spanish, German, Hebrew, Greek, Russian, etc. The class can work in committees to define each word or term.		Students will bring any foreign words to class and arrange them in a notebook or on a bulletin board. The class will define each word.
3. Have students research the possibilities of jobs as interpreter or translator with the U. S. or foreign governments. What qualifications, training, amount of travel is involved, salary, etc. are needed for a career like this?		Students research the career of an interpreter or translator.
4. Have students, when they go out to fine restaurants, note how many foreign terms are used on the menu in describing the food. Preferably they could bring a menu to class to share with the other students. Have the students take the school cafeteria's menu for one week and "translate" the ordinary-sounding food into "exotic foods," and post this menu in the class. Have class observe the other student's reactions to the food if foreign words are used in describing the cafeteria food.		Students will bring foreign terms used in describing foods on menus.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade m-38

OBJECTIVE: To develop an awareness in the "Fine Arts and Humanities cluster;" showing occupations in visual arts, writing, performing arts, architecture, religion and theology, language and linguistics, and history and museums.

Cluster: Fine Arts and Humanities

ACTIVITIES	RESOURCES	EVALUATION
5. Have students research a job of their choice in business, marine science, or fine arts and entertainment, which may require a knowledge of a foreign language. Students can present their findings orally to the class to stimulate interest in various careers in foreign language. Some examples might be: import-export, book translator, FBI agent, singer, customs examiner, travel agent, diplomat, etc.		Class oral presentation of a job which may require the knowledge of a foreign language.
G. History and Museums		
1. Arrange a field trip to the Jefferson Memorial for a talk and guided tour provided by the "Missouri Historical Society." Subjects covered for Middle School age students are: Hunters and Trappers of the Old West The Founding of St. Louis The Lewis and Clark Expedition Trails to the West The River, Then and Now The Show-Me-State St. Louis World's Fair 1904 Lindbergh and the "Spirit of St. Louis" Missouri Personalities General tour (Grades 5-8)		Field trip with guided tour of Jefferson Memorial.
2. Arrange a field trip to the Jefferson Expansion Memorial: (a) Old Courthouse, (b) Gateway Arch		Field trip to old courthouse and Arch.
3. Visit Cahokia Mounds State Park and Museum. A guided tour of the excavations can be arranged. A lecturer will visit the classroom to prepare the class for the trip.		Visit to Cahokia Mounds after guest-lecturer talks with class.

m-39 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade Language Arts

OBJECTIVE: To lead the student to become aware that marine science can pay off in entertainment, knowledge, adventure, and wealth.

Cluster: Marine Science

ACTIVITIES	RESOURCES	EVALUATION
1. Students can read books and articles, of sunken treasure; underwater rescues, etc. and report their findings to the class by arranging an attractive bulletin board with clippings, drawings etc.	Underwater World (Colby) pp. 12-29, p. 34 Shipwrecks (McClung) Submarine Warfare (Colby)	Bulletin board depicting adventure and wealth found in the sea.
2. Have students research, discuss, study and draw pictures of: a. types of underwater vehicles b. tools c. weapon techniques d. wearing apparel (1) wet suits (2) flippers (3) masks (4) "lungs" (5) underwater "houses"	Underwater World (Colby) pp. 5-11 (551.4) Frogmen, training, Equipment and Operations (Colby)	Discuss of pictures and reports on research of underwater gear.
3. Have class formulate a small booklet to lead students to learn more about "Inner Space" research. The following research vehicles and projects can lead to a greater awareness of this. a. Cubmarine p. 32 b. CURV (navy) p. 36 c. Moray p. 37 (deep-ocean research) d. Deep Jeep & Alvin pp. 38-39 e. The Trieste p. 40 (record breaking dive of 35,000 ft.) f. The Aluminaut p. 41 (world's first aluminum sub) g. Sealab II p. 42-48 (navy's "Man-in-the-Sea" Project)	Underwater World (Colby) (Note: page number beside each listing)	Students research notebook dealing with special "Inner Space" projects.
4. Make a list of 20 hobbies and leisure activities found related to the sea and oceanography.	Golden Exploring Earth: (550) Oceanography Book One The Story of Shells (Martin) Sailing Ships (Colby) The Silent World (Cousteau) Frogmen (Colby)	List of 20 hobbies concerning oceanography.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To achieve an awareness of sea-life within the confines of the classroom and the students' immediate environment.

Cluster: Marine Science

ACTIVITIES	RESOURCES	EVALUATION
1. Students should keep data in a notebook on the following information. Set up an aquarium in the classroom for study. Two aquariums could be used to study pollution, varying such elements as: a. (1) one with filter-one without (2) one with Plant life- one without (3) mixing breeds of fish-all one type (4) with fresh water-with salt water (5) with large fish population- one with sparse population (6) pregnant fish b. Study: (1) evoporation rate (2) degree of pollution (3) life-death rate (4) growth of fungus (5) reproduction	THE OCEAN (American Book Co.) Breeding & Growing: Foundations of Science (Ginn) Lower Animals (Buchsbaum) Marine Biology (Engel) The Wonders of Algae (Kavaler) The Fishes (Ommahney) Fish (Zim)	Class aquarium project over an extended period of time. Notebook of data observed by students.
2. Trace the carbon, water, and calcium cycles. Prepare a report on how these cycles are related to each other.	Text: Today's Basic Science (Harper & Row) p. 375-378 "The Molecule & the Bioshere" Carbon cycle p. 376 Water cycle p. 377-378 Calcium cycle p. 378	Reports on the concept of "cycle" & the interrelationship of each.
3. Have students make a "food chain" beginning with algae in the ocean and ending with man.	Library Resources	Student "food chain" showing interdependence of all living things.
4. Take a short field trip to a pond to study pollution, marine life, and vegatation. Make observations to discuss in class.		Observations made on short field trip to a pond.

m-41 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade Social Studies

OBJECTIVE: To show the importance of Marine Science (exploration of the oceans) as a potential career choice and to give enough reasons to spur the student's curiosity in this cluster.

Cluster: Marine Science

ACTIVITIES	RESOURCES	EVALUATION
1. Have students study the occupations found in the Marine Science cluster. Group work could be encouraged in the following 6 areas: a. Research b. Shore drilling c. Commercial fisherman d. Chemical extraction e. Marine engineering f. Aquaculture	THE CHALLENGE of the Seafloor (Field) (623.82) Rocks, Rivers, & the Changing Earth (Schneider) (551) pp. 109-124 "Oceans on Top of Mts." Underwater World "Exploration Under the Surface of the Sea" (Colby) (551.4)	Reports from students.
2. To expand creative thinking and imagination have the students develop the reasons behind these two statements: a. Conservationists are looking to the sea for a possible source of fresh water, and food for the world's great population that must be fed. Underwater algea farms. b. Some imaginative people look to the ocean as a possible place for daily living in the future for many people. Is it possible that man could be fitted surgically with artificial gills and fins so that he can live under the water. c. Some scientists are attempting to develop a language between man & porpoise. Aquanauts could discuss problems with a dolphin.	Science Beneath the Sea (Stephens) (551) p. 182 "Mining & Farming the Sea" p. 192 "Man Invades the Sea" p. 202	Creative writing or oral discussion of what lies ahead in the future in Marine Science.
3. Have class make a relief map of the world, of the United States, and of Missouri. Show the lakes, rivers, and oceans.		Relief maps of U.S., Mo., & the world.
4. Role play. T.V. interview with the following workers: a. frog farmer b. commercial fisherman c. seal hunter		Class T.V. interview of various marine science related workers.

DOMAIN: Knowledge of Work World and Leisure

SUBJECT AREA: Seventh Grade Social Studies

OBJECTIVE: To show the importance of Marine Science (exploration of the oceans) as a potential career choice and to give enough reasons to spur the student's curiosity in this cluster.

Cluster: Marine Science

ACTIVITIES	RESOURCES	EVALUATION
5. Hold a class debate on ecology view points and protection of various species versus the work of the seal hunter or methods of catching fish by the trout fisherman, etc.	Fish & Wildlife (Colby) (J353.3)	Class debate on ecology.
6. Develop a class dictionary of language used in the "Marine Science" cluster to better understand the terminology involved.		Class "Marine Science" dictionary.
7. Have students bring models, sketch or make models of several types of boats and ships used by workers in marine science (i.e. whaling ships, shrimp and fishing boats, motor boats, liners, freighters, etc.)	Ships of Commerce (Colby) Sailing Ships (Colby)	Models of ships used in Marine Science.
8. Have students write to the Fish & Wildlife Conservation Office seeking information about fish and game laws, places to fish, cost of licenses, etc.		Information Letter to Fish & Wildlife Conservation Office.
9. Students can investigate and report on workers concerned with research: (i.e. hydrologist, marine geologist, aquatic biologist, aquanaut, etc.) Have students detail what specific kinds of research each engages in.		Report on marine researchers.
10. Have students explain how oil is obtained from the ocean. They can give their views on off-shore drilling and the problem of endangering various species of life. Urge them to "solve the problem" of who is "right" in this dilemna.		Research Discussion of oil, off-shore drilling and the effect it has on endangering life.

m-43 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade Social Studies

OBJECTIVE: To show the importance of Marine Science (exploration of the oceans) as a potential career choice and to give enough reasons to spur the student's curiosity in this cluster.

Cluster: Marine Science

ACTIVITIES	RESOURCES	EVALUATION
11. Have students study great marine scientists like Jacques-Yves Cousteau and try to give insight into the intense dedication to this profession.	The Silent World (Cousteau)	Study of a great marine scientist.

DOMAIN: Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade Reading m-44

OBJECTIVE: To show the student the importance of the sea in literature.

Cluster: Marine Science

ACTIVITIES	RESOURCES	EVALUATION
1. Read together "The Phantom Submarine" p. 96, the true story of a Navy diver. Discuss the story. Note cartoon on p. 102. Have students formulate their own sea-career oriented cartoon.	All stories are taken from Open Highways (Scott, Foresman)	Students in their discussion of the story will answer the question: What was the sea monster? The students will attempt an original cartoon.
2. "How to make a Periscope" p. 103 can be read together, and construction of the periscope can be started in class.		Construction of a periscope from directions given on p. 103.
3. Assign the reading of "Nessie" p. 104. After completion of the story, ask how many people believe in Nessie. Assign further research on Lock Ness monster. Students could write their concept of how Nessie could have stayed alive all these years, her family life, her "shy" nature, etc. Read them to the class for full enjoyment.		Students reports on the latest findings of "Nessie," along with their creative writing stories.
4. Read the thrilling "Escape by Sea" p. 51 by Alexandre Dumas. It's an exciting story of survival. Have students write their own short novelettes about escape into the sea.		Original stories of thrilling adventure in the untamed sea.
5. "Voyage of the Kon-Tiki" p. 415 is an introduction to Kon-Tiki and I, a book condensation, by Erik Hesselberg, p. 423. This is a unique example of illustrations that are outstanding adding much excitement to the adventure. This story would lend itself to spur the imagination of the students to write and illustrate an exciting sea story.		The true story of the six men on the Kon Tiki aids the students in the writing and illustrating of their own story about the sea.

m-45 **DOMAIN:** Knowledge of Work World and Leisure **SUBJECT AREA:** Seventh Grade Reading

OBJECTIVE: To show the student the importance of the sea in literature.

Cluster: Marine Science

ACTIVITIES	RESOURCES	EVALUATION
6. Have the students read the book, Sea Poetry (Coleridge) and discuss favorite selections. The students could be encouraged to write their own poems relating to the significance and beauty of the sea.	Sea Poetry (Coleridge)	Students will discuss Sea Poetry and write original poem.
7. Encourage the students to read Sea Stories (Wagner) and discuss the book with other class members. Original stories can be written and read orally to the class.	Sea Stories (Wagner)	Students will discuss Sea Stories, write original adventure stories, and read them to the class.
8. Students will read Where the Shark Waits (Harkins) and write an adventure story or poem about an exciting sea animal.	Where the Shark Waits (Harkins)	Students will read Where the Shark Waits and write stories or poems about sea animals.

DOMAIN: III Career Planning & Preparation **SUBJECT AREA:** Seventh Grade

OBJECTIVE: The student will understnad that individual characteristics and ways of living are interrelated; that differences in attitudes, interests, abilities, and values affect ones "life-style."

ACTIVITIES	RESOURCES	EVALUATION
1. Lead students to discover and understand the meaning of "life-style." Have them analyze their parents' life-styles. This can be written if students do not wish to volunteer orally with the discussion.	(Library resources)	Students will be able to discuss the meaning of life-style and give at least one Example.
2. Have the student determine the type of life-style he would like to have when he is on his own. Be sure to accociate the career chosen with the plans of life-style.		Class discussion of a futuristic look at life-style for each student.
3. Have student interview at least two people in one or more of the three clusters, (i.e. business & office, fine arts, marine science) or in a career the student thinks he may enter. The student will ask questions regarding personal life-style, interests & hobbies, the values the worker finds important, and how his attitudes and abilities affect his general happiness with his career and leisure time.		Student will share the two interviews with the class.
4. Have students collect several news articles in magazines and newspapers concerning varied life-styles. Examples: President, mayor, sports figures, arrested person, etc. These can be analyzed by use of the society page, sports section, front page etc. Discuss several examples.		News clippings and discussion analyzing various life-styles about different people in the news.

m-47 **DOMAIN:** III Career Planning & Preparation **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To give the students a general overview of the "world of work" and to encourage an awareness of opportunities a career offers.

ACTIVITIES	RESOURCES	EVALUATION
1. Show the filmstrip "How to get a job and keep it" after listing the following questions on the chalk board so the students can watch for the answers and take notes. Discuss. a. What importance do abilities and attitudes play in getting and keeping a job? b. What information should be included on a resume? c. How should an interview be handled? What are at least four things to remember when being interviewed?	Filmstrip, available in Guidance Office	Students will write or discuss orally the answers to the questions asked.
2. Have students write a resume, along with a formal letter, seeking a job of his choice. (Request that the job be within the business, fine arts, or marine science clusters. See Appendix) Resume: a. Personal data (1) Name (2) Address (3) Telephone number (4) Social security card (5) Date of birth (6) Heighth, weight (7) State of health b. Qualifications (1) Educations (2) Experience (3) Interests (4) Activities (5) References Remember the 4 important factors of a good resume: (1) Be complete (2) Be to the point (3) Be accurate (4) Be brief		Individual resumes along with a formal letter requesting consideration for a specific job.

DOMAIN: III Career Planning & Preparation **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To give the students a general overview of the "world of work" and to encourage an awareness of opportunities a career offers.

ACTIVITIES	RESOURCES	EVALUATION
3. Have the students conduct an interview (role play), showing how the interview should and should not be handled. Students should be required to list the seven factors to remember in having a successful job interview: a. Attractive appearance b. Complete resume c. Be punctual d. Be confident, (watch posture) e. Listen carefully f. Get all the facts; ask questions g. Be prepared to take tests	Also Filmstrip: "The Job Interview" (Guidance Office)	Role play the correct & incorrect ways of conducting an interview.
4. To lead the students further into the work world, show the filmstrip, "When you go to Work." In the discusssion preceding the filmstrip, ask the class to explain the phrase "Know-thyself." Ask what importance this quote might play in the work world.	Filmstrip: "When you go to Work" (Guidance Office)	Discussion of the filmstrip.
5. Have the students to begin a career notebook. The following things should be included: a. List your assets (1) Health status (2) Abilities (3) Training (4) Experience (5) Like & dislikes (6) Ambition - goals b. Answer each question honestly: (1) What do you do well? (2) Where do you need to improve? (3) How do others (peers, teachers, parents, etc.) rate your skills and abilities? (4) How do you compare with someone who is very good at this job?		Each student will create a career notebook and add to it over an extended period of time.

m-49 **DOMAIN:** III Career Planning & Preparation **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To give the students a general overview of the "world of work" and to encourage an awareness of opportunities a career offers.

ACTIVITIES	RESOURCES	EVALUATION
c. Answer these "self-awareness" questions before selecting a career possibility: (1) What do you want out of life? (2) Do you want to look outside or inside? (3) How important is money to you? What is the ideal salary for you? (4) Do you want to work with other people or alone? (5) Is a "status" job important to you (i.e. doctor, lawyer, etc.)? (6) Do you have deep-seated values in life? (i.e. missionary work, Peace Corp volunteer etc.) (7) Is being "your own boss" important to you or would you like to work for others. (8) What type of home life do you want? (i.e. single; married; children, childless; home a great deal, travel a lot; large house, small modest home; working wife, no second income, etc.) (9) What hobbies and sports might you want to pursue in your leisure? Can you afford the money (and time) to really enjoy them? (10) What types of social relationships do you want to form? (move around, stay in one place; make lots of friends, be a loner; join organizations, churches, social clubs, etc.)		

DOMAIN: III Career Planning & Preparation **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To give the students a general overview of the "world and work" and to encourage an awareness of opportunities a career offers.

ACTIVITIES	RESOURCES	EVALUATION
6. Show the filmstrip, "Your Job Outlook" and ask the students to relate careers in business, fine arts, & marine science in their discussion of filmstrip. a. What kinds of jobs for me will there be in the future in: (1) Business & office (2) Fine arts (3) Marine Science b. Who will provide these jobs? c. What fields (within the three clusters) look promising to you? d. What competition do you feel you will face when you are ready for the job market? e. Are you encouraged or discouraged when you think of choosing a career? Explain you answer. f. What kind of training or how much schooling do you feel you will need for a successful career & life style?	Filmstrip: "Your Job Outlook" (Guidance Office)	Students will be able to discuss answers to questions asked by teacher.
7. To help the student understand what is involved in seeking employment, show the filmstrip, "How to find a Job for Yourself." Review the sources of job information by having the students research 3 of the following. Write to, visit, or find other examples these sources provide to the unemployed. a. Guidance placement b. Civil service lists c. Want ads d. State employment service e. Classified telephone directory f. Professional businesses of employment services g. Recommendation of a friend or relative	Filmstrip: "How to find a Job for Yourself" (Guidance Office)	Student research of sources of job information.

m-51 **DOMAIN:** III Career Planning & Preparation **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To give the students a general overview of the "world of work" and to encourage an awareness of opportunities a career offers.

ACTIVITIES	RESOURCES	EVALUATION
8. Have students add to their career notebooks the "Personal Qualities in Getting and Holding a Job" discuss each thoroughly. a. Reliability b. Punctuality c. Mature Attitude d. Initiative e. Dress & Grooming f. Courtesy g. Loyalty h. Efficiency		Addition to career notebook. Students can analyze how they would "rate" these qualities.
9. Have the students choose a job (by one of the seven sources of job information) within one of the three clusters (business & office, fine arts, marine science) and do the following: a. Read and find out all you can about the job. b. Investigate the opportunities (salary, working conditions, fringe benefits, etc.) the job offers. c. Discuss the job's requirements (qualifications, experience, education, etc.).		Students will investigate a possible job and report their findings to the class.
10. To reach the student with jobs for them in the very near future, discuss summer jobs. Ask how many students were actually employed last summer. Show the filmstrip, "So you want a Summer Job?" and discuss the concepts presented. Ask: a. Why work in the summer? (money? boredom?) b. How can you explore different career fields in the summer? c. What does "apprenticeship" mean? d. What are three good "work qualities" you can develop by working in the summers?	Filmstrip: "So you want a Summer Job?" (Guidance Office	Class discussion of the possibility of summer employment. The student finds the advantages can be: (1) learns to work well with others (2) learns good work habits (3) learns the importance of promptness, reliability, initiative etc. (4) earns "experience" for future work.

DOMAIN: III Career Planning & Preparation **SUBJECT AREA:** Seventh Grade m-52

OBJECTIVE: To give the students a general overview of the "world of work" and to encourage an awareness of opportunities a career offers.

ACTIVITIES	RESOURCES	EVALUATION
11. Give the students an "interest" (or preference) test to find their conscious & sub-conscious interests. a. Individual teacher's own preference test b. "Kuder General Interest Survey"	"Kuder" (Guidance Office)	Interest tests showing preferences for certain types of work.

m-53 **DOMAIN:** III Career Planning & Preparation **SUBJECT AREA:** Seventh Grade

OBJECTIVE: To have students become aware of the changing role of men and women in American society, and to realize the occupational fields now open to both sexes that had been limited to one sex only.

ACTIVITIES	RESOURCES	EVALUATION
1. Students will research and develop a theme on the shifting (changing) roles of men and women in today's family life.	Magazines Books Interviews	Theme concerning shifting roles of men and women in our society.
2. Students will discuss the role of the Fair Employment Practice codes and the governments role in "equal opportunities" for all people.		Students will be able to state the governments role in "equal opportunity" agencies.
3. Students will have a panel discussion or debate about the "Women's Lib" movement. Students will be encouraged to give references, sources, and noted spokesmen for or against the movement.	Famous American Women (Leipold) (923) Magazines Newspapers	Panel discussion or debate about "women's movement."
4. A questionnaire (poll) could be developed to ask the public (or peers) their opinions concerning views of the changing roles of men and women in today's family life.		Questionnaire with results of public opinion concerning views of changing roles.

DOMAIN: III Career Planning and Preparation Skills

SUBJECT AREA: Seventh Grade

OBJECTIVE: To have the student become aware of the necessity of good grooming and various communication skills vital to the successful interview.

ACTIVITIES	RESOURCES	EVALUATION
1. Lead the student to become aware that in many areas "clothes" do make the man" by panel discussion of the importance of "first impression." Utilize Extremes in the following influencing factors for consideration: (a) Cleanliness - body, clothes, etc. (b) Physical attributes - general appearance, height, weight (c) Habits - gum chewing, nail biting		The student will be able to relate verbally the concept of "first impression."
2. Have students bring a variety of pictures from magazines to show people in different dress and actions. Arrange a bulletin board and have students state their first impressions. People involved in careers of business, fine arts, or marine science would be an ideal choice of people performing their jobs.	Magazine pictures	Bulletin board
3. Role playing activities: (a) How not to dress for an interview. (b) How to dress for an interview. (c) How not to act at an interview. (d) How to conduct oneself at an interview.		Students will be able to list several "Do's and Don'ts" in preparing for an interview by role playing.
4. Lead the student to become aware that they must "sell" their product and that involves selling themselves by: (a) Reading about the life and philosophy of Dale Carnegie (b) Researching the writings of Billy Graham. Have the students show how his personality dealing with dynamic flair have gained fame. (c) Watch Mike Douglas show for one week and relate how he sells himself to the studio and viewing audiences. (d) Watch "Sesame Street" and tell how the various characters Oscar, Big Bird, Cookie Monster, etc. sell their personalities. Tell how these characters help children, through their extremes in personalities, to accept each other in spite of differences.		Research and write about famous people involved in public life.

APPENDIX

Sample Interview

1. Name of the occupation.
2. Job title.
3. What is the beginning salary of someone in your position?
4. How long have you worked there?
5. Exactly what do you do?
6. Relate your work day.
7. What do you like best about your job? Least?
8. What training or education was needed?
9. Are the working conditions pleasant and healthful?
10. What are the working hours?
11. What are the fringe benefits accorded this job?
12. What social relation to the community does the work have?
13. What particular aptitudes or skills should one have for this job?
14. What are the opportunities for advancement?
15. What are some related jobs?
16. Is the field in this area overcrowded?

Student's Evaluation of the Job

1. What interests, hobbies, and abilities of a student might relate to this job?
2. Will there be time left for recreation or is there a lot of overtime work, travel?
3. Is the occupation likely to change because of technology?
4. What satisfactions or rewards are derived other than of a financial nature?
5. How does what I am taking in school now relate to the work?

APPENDIX

MIDDLE SCHOOL LIBRARY RESOURCES

The following is a list of possible books in our Middle School Library. These books may be used in some areas of this program.

They have not been reviewed by this committee, but we feel by the card catalog description, that they may be of some help to the teacher.

SIXTH GRADE:

Let's Visit Canada - John C. Caldwell
Let's Visit Colombia - John C. Caldwell
Canada - Brian Moore
Canada - Dorothy Wood
Chile - William Weber
Fish and Wildlife - C. B. Colby
Come Along to Brazil - Jacquelyn Francisco
The Engineer - C. C. Furnas
Engineering as a Profession - C. C. Furnas
Erosion - Julion May
The Land and Wildlife of North America - Peter Farb
The River Plate Republic - Holcro J. Ferguson
Labor on the March - Joseph L. Gardner
Famous Inventors - Irmengarde Eberle
Ecology - Peter Farb
Our Earth - The Science Library, How and Why Wonder Books
Henry Ford - Regina Z. Kelly
Forests and Forestry - Peter Farb
Forests and Forestry - Julion May
Explorers of Our Land - Edmond L. Leipold

BUSINESS AND OFFICE RELATED:

Cloth from Fiber to Fabric - Buehr
Night People: Workers from Dusk to Dawn - Colby
Labor on the March - Gardner
The Physician - Lee
Your Career in Nursing - Searight
Engineering Technology - Ginn
The Engineer - Furnas
Capitalists and Financiers - Leipold
Famous American Women - Leipold
Communications - Colby

APPENDIX

MIDDLE SCHOOL LIBRARY RESOURCES

FINE ARTS AND HUMANTIES RELATED:

Literature:

Young People's Story of our Heritage - *Fine Arts 1500 B. C. - 1800 A. D.* (Hillyer and Huey)
Young People's Story of our Last 200 Years - *Fine Arts 1500 B. C. - 1800 A. D.* (Hillyer and Huey)

Ballets - Hoffman
Petrushka Ballet - Kudlacek
Black is Beautiful - McGovern
William Blake's Drawings - Daugherty
Classical Greece - Bowra
Tales and Poems of Edgar Allan Poe - Poe
The Modern Skit and Stunt Book - Deason
A Christmas Carol - Dickens
David Copperfield - Dickens
Oliver Twist - Dickens
Scrooge - Donaldson
Alfred Hitchcock's Daring Detectives - Hitchcock
Modern Short Stories - Peden
The Purloined Letter - Poe
Plays for Special Occasions - Preston
The Jr. High Variety Book - Starr
Complete Short Stories - Twain
Brownjohn's Beasts - Brownjohn
The Scarlet Thread - Weik
Diary of the Warrior King - Moffitt

Poetry:

The Wizard in the Well - Behn
Cricket Songs - Behn
8 A. M. Shadows - Hubbell
Seeing Things - Froman
Listen to the Warm - McKuen
Lonesome Cities - McKuen
Independent Voices - Merriam
It Doesn't Always have to Rhyme - Merriam
The Shooting of Dan McGrew - Service
Small Poems - Worth
I am the Darker Brother - Adoff
America Forever New - Brewton
The Rime of the Ancient Mariner - Coleridge
Poetry to Know - Watts
The Poet's Tales - Cole

APPENDIX

MIDDLE SCHOOL LIBRARY RESOURCES

FINE ARTS AND HUMANITIES RELATED (continued):

Poetry (continued):

Rough Men, Tough Men - Cole
The Illustrated Treasury of Poetry - Ross
Mad, Sad, and Glad - Dunning
Favorite Poems, Old and New - Ferris
Hosannah the Home Run! - Fleming
Flowers of Delight - De Vries

Art:

More to Collect and Paint from Nature - Whitman
American Paintings - editors of Time-Life
The World of Winslow Homer 1836-1910 - Flexner
The World of Turner 1775-1851 - Hirsh
The World of Gainsborough 1727-1788 - Leonard
The World of Matisse 1869-1954 - Russell
The World of Manet 1832-1883 - Schneider
The World of Van Gogh 1853-1890 - Wallace
The World of Giotto 1267-1334 - Eimerl
The World of Velazguez 1599-1660 - Brown
The World of Goya 1746-1828 - Schickel
The World of Vermeer 1632-1675 - Koningsberger
The World of Rubens 1577-1640 - Wedgewood
The World of Michelangelo - Coughlan
The World of Bruegel - Foot
The World of Cezzanne - Murphy
The World of Durer - Russell
The World of Leonardo - Wallace
The World of Picasso - Wertenbaker
The World of Titian - Williams
The World of Copley - Frankenstein
The World of Rodin - Hale
The World of Delacroix - Prideaux
The World of Whistler - Prideaux
The World of Watteau - Schneider
The World of Rembrandt - Wallace
The World of Marcel Duchamp - Tomkins
The World of Bernini - Wallace
Famous American Artists - Leipold

Music:

Let's Look at Musical Instruments and the Orchestra - Sargent
Carmen - Bizet
The Flying Dutchman - Wagner
Cowboys and the Songs They Sang - Sackett
The Ballads of America - Scott
Famous American Musicians - Leipold
Music by the Got-Rocks - Sanky

m-59

APPENDIX

MIDDLE SCHOOL LIBRARY RESOURCES

FINE ARTS AND HUMANITIES RELATED (continued):

Architecture:

Young People's Story of our Heritage-Architecture - Hillyer and Huey
Young People's Story of our Heritage-Architecture--Gothic, Modern - Hillyer and Huey
From Stones to Skyscrapers - Bergere
Famous American Architects - Leipold

Drawing and Decorative Arts:

As You Like It, Charlie Brown - Schulz
But We Love You, Charlie Brown - Schulz
Go Fly a Kite, Charlie Brown - Schulz
Peanut's Classics - Schulz
Early American Crafts - Colby
Jar and Bottle Crafts - Sattler
African Crafts for You to Make - D'Amato

MARINE SCIENCE RELATED:

Ships of Commerce: liners, freighters - Colby
Sailing Ships - Colby
The Sea - Engel
The Sea Around Us - Carson
Sea Poetry - Coleridge
Seashores - Zim
Sea Stories - Wagner
The Story of Shells - Martin
The Silent World - Cousteau
Shipwrecks - McClung
Ships - Lewis
Frogmen - Colby
Where the Shark Waits - Harkins
Submarine Warfare - Colby
The Wonders of Algae - Kavaler
The Fishes - Ommanney
Wonders of the Living Sea - Ray
Water - Leopold
Underwater World - Colby
Science Beneath the Sea - Stephens
The Boy's Book of Outdoor Discovery - Macfarlan
Breeding and Growing: Foundations of Science - Ginn
Rocks, Rivers, and the Changing Earth - Schneider
Lower Animals - Buchsbaum

APPENDIX

MIDDLE SCHOOL LIBRARY RESOURCES

MARINE SCIENCE RELATED (continued):

How and Why Wonder Book of Oceanography Book 1 - The Science Library
Astronauts in Training - Colby
Fish and Wildlife - Colby
Last of the Sperm Whales - McClung
The Mighty Mississippi - Keating
Marine Biology - Engel
The Pacific States - Morgan
The Challenge of the Sea Floor - Field
Indian Ocean Treasure - Clarke

FILMSTRIPS AND PICTURES

BUSINESS RELATED:

"Resources: Use, Recovery, and Discovery" E-04-FS
"Economics and Social Contrasts" E-79
"Housing and Clothing" E-80

MARINE SCIENCE RELATED:

"Coral Reef" C-07-C-14
"Salt Marsh" C-11-C-18
"Rivers" B-31=B35-FS and cassette
"Streams" B-31-B36-FS and cassette
"Ponds" B-33-B37-FS and cassette
"Lakes" B-34-B38-FS and cassette
"Under the Ocean and Earthquake" - C-36-C-37-C-41
"Nature's Communities--Freshwater Pond" Picture 11, 8 pictures
"Nature's Communities--A Coral Reef" Picture 12, 8 pictures

APPENDIX

MIDDLE SCHOOL LIBRARY RESOURCES

The High School Guidance Office has several books for teacher-resource materials. The Human Development Program by Harold Bessell, Occupational Outlook Handbook (1974-75) Edition, U. S. Department of Labor, and Dictionary of Occupational Titles (1973) Edition, U. S. Department of Labor are available.

The Central Office has many books to aid teachers in understanding career education. An excellent book is Economic Educational Experiences of Enterprising Teachers, by Dawson.

Each Middle School teacher has a booklet containing the Supplemental Materials that are in our library. The following list of Filmstrips are located in the Guidance Counselor Office of the Middle School.

"When you go to Work"
"The Job Interview"
"How to Get a Job and Keep It"
"So You Want a Summer Job?"
"Your Job Outlook"
"How to Find a Job for Yourself"
"I never looked at it that way before"
"Your Personality: The You Others Know"
"Failure: A Step Toward Growth"
"Dropping Out: Road to Nowhere"
"Values For Teenagers"
"Think of others First"

Addresses (Business Related)

Air Transport Assoc. of Am.
1000 Connecticut Ave. N.W.
Washington, D.C. 20036

American Society for Engineering Education
Suite 400
One Dupont Circle
Washington, D.C. 20036

American Society of Range Management
Executive Secretary
2120 S. Birch St.
Denver, Colorado 80222

American Veterinary Medical Association
Department of Public Information
600 S. Michigan Ave.
Chicago, Illinois 60605

Dow Chemical Company
College Relations
Midland, Mississippi 48640

Engineers' Council for Professional Development
345 E. 47th St.
New York, New York 10017

Engineering opportunities
2211 Fordem
Madison, Wisconsin 53701

General Motors Corporation
Public Relations Staff
Detroit, Michigan 48202

International Business Machines Corp.
112 E. Post Rd.
White Plains, New York 10601

Society of Technical Writers & Publishers
1010 Vermont Ave. N.W.
Washington, D.C. 20005

U.S. Civil Service Commission
Washington, D.C. 20415

Addresses: Business (Con't.)

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

U.S. Department of Labor
Wage & Labor Standards Administration
Washington, D.C. 20212

U.S. Department of Labor
Womens Bureau
Washington, D.C. 20212

National Bureau of Standards
Personnel Division
Washington, D.C. 20234

Addresses (Fine Arts & Humanities Related)

American Assoc. for Health, Physical Education & Recreation
1201 16th St. N.W.
Washington, D.C. 20036

American Assoc. of Museums
2306 Massachusetts Ave. N.W.
Washington, D.C. 20008

American Home Economics Assoc.
1600 20th St. N.W.
Washington, D.C. 20009

American Institute of Architects
1735 New York Ave. N.W.
Washington, D.C. 20006

Committee on International Exchange of Persons
(Senior Fulbright - Hays Program)
2101 Constitution Ave. N.W.
Washington, D.C. 20418

Eastman Kodak Company
Education Division
343 State St.
Rochester, New York 14650

Public Affairs Committee
381 Park Ave. South
New York, New York 10016

Society of American Florists
Executive Director
901 N. Washington St.
Alexandria, Virginia 22314

Society of Technical Writers & Publishers
1010 Vermont Ave. N.W.
Washington, D.C. 20005

Peace Corps
Office of Volunteer Placement
Washington, D.C. 20525

The Smithsonian Institution
Publications Distribution Section
Washington, D.C. 20560

Addresses (Science Related)

American Anthropological Assoc.
1703 New Hampshire Ave. N.W.
Washington, D.C. 20009

American Assoc. for the Advancement of Science
1515 Massachusetts Ave. N.W.
Washington, D.C. 20005

American Fisheries Society
Suite 1040, Washington Bldg.
15th & New York Ave. N.W.
Washington, D.C. 20005

American Institute of Aeronautics & Astronautics
1290 Sixth Ave.
New York, New York 10019

American Petroleum Institute
1271 Ave. of the Americas
New York, New York 10020

American Society for Microbiology
1913 Eye St. N.W.
Washington, D.C. 20006

American Society of Agricultural Engineers
Box 229
Saint Joseph, Michigan 49085

American Society of Plant Physiologists
Box 5706
Washington, D.C. 20014

Mathematics & Science Center
2200 Mountain Rd.
Glen Allen, Virginia 23060

National Aerospace Education Council
806 15th St. N.W.
Washington, D.C. 20005

National Academy of Sciences
National Academy of Engineering
National Research Council
2101 Constitution Ave. N.W.
Washington, D.C. 20418

Addresses: Science (Con't)

National Environmental Health Assoc.
1550 Lincoln St.
Denver, Colorado 80203

National Wildlife Federation
1412 16th St. N.W.
Washington, D.C. 20036

Science Research Associates
Guidance Services Department, 259 E. Erie St.
Chicago, Illinois 60611

Science Service
1719 N. St. N.W.
Washington, D.C. 20036

Scientific Manpower Commission
2101 Constitution Ave. N.W.
Washington, D.C. 20418

Scientists of Tomorrow
312 E. First St.
Newburg, Oregon 97132

Soil Conservation Society of American Inc.
7515 Northeast Ankeny Rd.
Ankeny, Iowa 50021

Wildlife Management Institute
709 Wire Bldg.
Washington, D.C. 20005

The Wildlife Society
Suite S-176
3900 Wisconsin Ave. N.W.
Washington, D.C. 20016

U.S. Department of Agriculture
Office of Information
Washington, D.C. 20250

NASA
Washington, D.C. 20546

National Park Service
Washington, D.C. 20240

Addresses: Science (Con't)

National Science Foundation
Assistant Director of Scientific
Personnel & Education
Washington, D.C. 20550

U.S. NAVAL Oceanographic Office
Washington, D.C. 20390

Addresses (Other Resources)

NOTE: These names have not been contacted by this committee. The teacher should feel free to write or phone for further information dealing with field trips, resource speakers, literature, etc.

Missouri Conservation Commission
Jefferson City, Missouri

Conservation of Natural Resources
U.S. Conservation Commission
Washington, D.C.

Pittsburgh Plate Glass Co.

St. Joseph Lead Co.

Missouri Pacific Railroad

State of Missouri Conservation Commission
(Hi-Point Fire Tower)

State of Missouri Employment Division
335 Baily Rd.
Crystal City, Missouri

State Park Region II
Highway 61

River Cement

National Vendors
Barnhart, Missouri

Spielbery MFG. Co.
Highway M
Antonia, Missouri

APPENDIX I

ENVIRONMENT

A. POLLUTION PREVENTION AND CONTROL
  1. Air Analyst - 012.281
  2. Audiologist - 079.608
  3. Chemist, Water Purification - 022.281
  4. Garbage Collection Foreman - 909.138
  5. Industrial Waste Inspector - 168.268
  6. Radiation Monitor - 199.101
  7. Safety and Sanitary Inspector - 168.268
  8. Septic Tank Serviceman - 899.887
  9. Sewage Disposal Worker - 955.887
  10. Sewage Plant Attendant - 955.885
  11. Sewage Plant Operator - 955.782
  12. Superintendent, Water and Sewer System - 005.168
  13. Supervisor, Water and Sewer Systems - 100.168
  14. Yield-loss Inspector - 529.307
  15. Yield-loss and Sanitation Engineer - 019.187
  16. Water Tender - 599. 885

B. DISEASE PREVENTION
  1. Entomologist - 041.081
  2. Exterminator - 380.894
  3. Field Health Officer - 168.168
  4. Food and Drug Inspector - 168.287
  5. Food Service Supervisor - 319.138
  6. Fumigator - 389.381
  7. Fumigator, Orchard - 465.834
  8. Scout - 465.381
  9. Industrial-Health Engineer - 012.187
  10. Industrial Hygienist - 079.188
  11. Microbiologist (Food) - 041.081
  12. Milk Sampler - 379.887
  13. Pest Control Technician (Pest Control Representative) - 299.297
  14. Plant Pathologist -041.081
  15. Plant Quarantine Inspector (Agricultural Commodity Grader) - 168.287
  16. Public Health Bacteriologist - 041.281
  17. Sanitarian - 079.118
  18. Sanitary Inspector - 168.287

C. ENVIRONMENTAL PLANNING
  1. Camp Ground Caretaker - 407.887
  2. Construction Engineer - 005.081
  3. Geographer - 029.088
  4. Landscape Architect - 019.081
  5. Land-Use Technician - 168.168
  6. Sanitary Engineer - 005.081
  7. Statistician, Biological and Agricultural Science - 020.188
  8. Traffic Engineer - 099.138
  9. Urban Planner - 199.168
  10. Weed-Control Supervisor - 096.168

APPENDIX I

ENVIRONMENT

D. RESOURCE CONTROL
   1. Animal Ecologist (Zoologist) - 041.081
   2. Aquatic Biologist - 041.081
   3. Commissioner, Conservation of Resources -188.118
   4. Engineer, Soils - 024.181
   5. Federal Aid Coordinator - 188.168
   6. Fire Lookout - 441.168
   7. Fire Patrolman - 441.687
   8. Fire Warden - 441.160
   9. Forester - 040.081
   10. High Climber - 949.781
   11. Forester Aid - 441.334
   12. Forest Ecologist - 040.081
   13. Forest Engineer - 005.187
   14. Forest Fire Fighter 441.887
   15. Gamekeeper - 451.181
   16. Hydraulic Engineer - 005.081
   17. Surveyor - 018.188
   18. Mining Engineer - 010. 081
   19. Park Foreman - 407.134
   20. Park Naturalist - 089.228
   21. Park Ranger - 169.168
   22. Park Superintendent - 188.168
   23. Plant Ecologist (Botanist) - 041.081
   24. Range Manager - 040.081
   25. Silviculturist - 040.081
   26. Soil Conservationist - 040.081
   27. Soil Scientist - 040.081
   28. Sprayer (Forestry) - 441.887

67. Skating Rink Iceman - 969.887
68. Play Leader
69. Specialists and Assistants
70. Supervisor of Special Activities
71. Recreation Superintendent
72. General Recreational Supervisor
73. Director of Recreation Centers
74. Camp Counselor - 159.228
75. Attendant at Golf Course, Tennis Court, Skating Rink and Related Facilities
    a. Caddie Master - 341.138
    b. Recreation-Facility Attendant - 341.368
    c. Ski-Tow Operator - 341.865
    d. Caddie - 341.878
    e. Golf Range Attendant - 341.887
76. Amusement Device and Concession Attendant - 342 Series
    a. Barker, Doorman, Footman, Ballyhoo Man, Carney, Contact Man Pitchman, Spieler - 342.858
    b. Concession Attendant, Shill, Shooting-Gallery Operator, Weight Guesser, Ride Operator - 342.863
    c. Fun House Operator - 342.865
    d. Boat-Dock Operator - 342.867
    e. Wharf Attendant, Boat-Tank Man, Cabana Boy - 342.887
    f. Ride Attendant - 342.878
77. Amusement and Recreation Service Occupations - 349 Series
    a. Pony Ride Operator - 349.228
    b. Receiving-Barn Custodian, Score-Board Operator - 349.685
    c. Ticket-Dispenser Man - 349.780
    d. Hostess - 349.868
    e. Bat Boy - 349.878
    f. Children's Matron, Drive in Theatre Attendant
78. Bowling Floor Deskman - 340.368
79. Racker - 340.878
80. Kennel Master - 349.368
81. Public Address Announcer - 159.148
82. Public Relations Man - 191.168
83. Booking Agent - 191.118
84. Master of Ceremonies - 159.148
85. Gambling Hall Attendant - 343 Series
    a. Cardroom Manager - 343.138
    b. Cardroom Supervisor, Card Player - 343.368
    c. Floorman - 343.468
    d. Twenty-Six Girl (Dice Girl) Cardroom Plastic Card Center - 343.687
    e. Booster - 343.858
    f. Boardman - 343.878
86. Guide
87. Hunting and Fishing Guide - 452.868
88. Huntsman - 157.168
89. Boat-Dock Operator - 342.867
90. Diver - 349.248
91. Wharf Attendant - 342.867

E. Recreation Concerned With Natural Resources
   1. Information Center Personnel - 237 Series
   2. Concession Attendant - 342.858
   3. Lifeguard - 379.868
   4. Visitor or Tourist Guide - 353 Series
   5. Zoo Keeper and Attendant - 356.138

APPENDIX I

MANUFACTURING

A. MANAGEMENT
  1. President - 189.118
  2. Vice-President - 189.118
  3. Manager, Industrial Organization - 189.118
  4. Manager, Sales - 163.118
  5. Purchasing Agent - 162.158
  6. Accountant - 160.188
  7. Manager, Personnel - 166.118
  8. Personnel Clerk - 205.368
  9. Clerk, General - 209.388

B. SCIENTIST
  1. Chemist, Analytical - 022.081
  2. Chemist, Organic - 022.081
  3. Physicist - 023.081

C. ENGINEERS
  1. Electrical Engineer, Power - 003.087
  2. Industrial Engineer, 021.081, 168 and .188
  3. Engineering, Liaison Man - 012.188
  4. Mechanical Engineer - 007.181, 15I, .168, .181
  5. Engineering Scheduler - (engineering planner; - 092.188
  6. Aerospace Engineers - 002.081
  7. Ceramic Engineers - 006.081
  8. Chemical Engineers - 000.081
  9. Metallurgical Engineers - 011.081
  10. Mining Engineers - 010.081 and .187
  11. Civil Engineer - 005.081
  12. Illuminating Engineer - 003.081
  13. Architectural Engineer - 001.081
  14. Engineering and Science Technicians - 002. through 029. series
  15. Draftsmen - 001. through 019. series

D. TECHNICIAN
  1. Electronics Technician, Automated Process - 726.281
  2. Mathematical Technician - 020.188
  3. Metallurgist, Assistant - 011.281
  4. Quality Technician - 579.384

E. CRAFTSMEN
  1. Electrician Foreman - 829.131
  2. Master Mechanic, Maintenance - 638.131
  3. Master Tailer - 785.261
  4. Tool Designer - 007.081
  5. Die Maker - 601.280
  6. Tool Maker 601.280
  7. Tool and Die Foreman - 601.130
  8. Foreman, Artificial Limb Fabrication - 712.130
  9. Master Mechanic 638.131
  10. Carpenter Foreman - 860.131
  11. Plumber Foreman - 862.131
  12. Masonry Foreman - 861.131
  13. Sheet Metal Foreman - 519.131
  14. Electrical Foreman - 829.131

APPENDIX I

MANUFACTURING

F. SKILLLD WORKERS
  1. Lithographer - 971.281
  2. Machinist - 600.280
  3. Pattern Maker, Plactics - 754.381
  4. Milling Machine Set-up Man - 605. 380
  5. General Assembler - 726.381
  6. Layout Man - 600.381
  7. Gear-Cutting Machine Setup Operator, Tool - 602.280
  8. Buffing Line Setup Man - 603.280
  9. Shear Setup Man - 615.380
  10. Press Operator, Heavy Duty - 617. 280
  11. Calibrator, Resistor - 726. 384
  12. Calibrator, Checker I - 710.887
  13. Calibration Checker II - 710.687
  14. Electric Motor Analyst - 721.281
  15. Camera Repairman - 714.281
  16. Instrument Maker - 719.381
  17. Radio Repairman - 720.281
  18. Hearing Aid Repairman - 719.281
  19. Fruit Coordinator - 529.281
  20. Pulp and Paper tester - 539.384
  21. Tinter - 550.381
  22. Quality Control Tester - 559.587
  23. Carpenter - 860.281
  24. Painter - 840.781
  25. Welder - 812.884
  26. Mechanic - 621.781
  27. Electrician -824.281
  28. Plumber - 862.381
  29. Butcher - 525.381
  30. Sheet Metal Worker - 804.281

G. SEMI-SKILLED WORKERS
  1. MINERAL
    a. Hamer Mill Operator - 515.887
    b. Alodize Machine Operator - 505.782
    c. Electrostatic Separator Operator - 509.885
    d. Kiln Operator - 509.885
    e. Mixer, Iron and Steel - 510.885
    f. Clarifier Operator - 511.782
    g. Pyrometer Man - 512.687
    h. Bessemer Converter Blower - 512.782
    i. Oxygen Furnance Operator - 512.782
    j. Charging Machine Operator - 512.883
    k. Cupola Charger - 512.886
    p. Binder Selector (Tobacco) - 521.687
    q. Digester Operator - 532.782
    r. Carbon Paper Coating Machine Set-up Man - 534.780
    s. Extruder Operator - 535.885
    t. Chip Mixing Machine Operator - 560.885

APPENDIX I

MANUFACTURING

G. SEMI-SKILLED WORKERS
  1. MINERAL (continued)
    u. Compounder, Cork - 560.887
    v. Cork Grinder - 662. 835
    w. Pole Peeling Machine Operator - 663.782
    x. Banbury-Mix Operator - 550.782
    y. Beater Engineer - 530.782
    z. Bleacher Man, Pulp - 533.782
    aa. Corrugator Operator - 643.782
    bb. Molding Sander - 662.782
    cc. Sectional Belt Mold Assembler - 752.884
    dd. Cotton Dispatcher - 780.884
    ee. Foundation Girl - 784.884
    ff. Sewing Machine Operator - 786.782
    gg. Sewing Machine Operator - 786.885
  2. CHEMICAL AND SYNTHETIC
    a. Batch-Still Operator - 552.782
    b. Heat Welder, Plastic - 553.884
    c. Nitro-Cotton Operator - 553.884
    d. Caustic Operator - 554.884
    e. Acid Extractor - tti.782
    f. Catalyst Operator - 559.587
    g. Absorption Operator - 551.782
    h. Gager - 712.687
H. SKILLED LABORERS
  1. MINERAL
    a. Laborer, Electroplate - 500.886
    b. Laborer, General - 509.886
    c. Caster - 514.884
    d. Foundry Laborer, Core Room - t18.887
    e. Laborer, General (Non-ferrous Metal Alloys) - 519.886
    f. Abrasive Grader - 570.782
    g. Mixer, Diamond Powder - 570.884
    h. Batch and Furnace Man - 572.782
    i. Baker, Beads - 573.884
    j. Clay Roaster - 572.885
    k. Bench Grinder - 705.887
    l. Air Conditioning Coil Assembler - 706.884
    m. Model Builder - 709.781
    n. Hopper Man - 619.886
  2. ANIMAL AND VEGETABLE
    a. Almond-Past Molder - 520.884
    b. Batter-Mixer - 520.885
    c. Offal Man - 521.884
    d. Sausage Meat Trimmer - 521.887
    e. Barley Steeper - 522.885
    f. Chip Man - 522.886
    g. Batter scaler - 526.782
    h. Doughnot Maker - 526.884
    i. Baker Helper - 526.886
    j. Cook - 526.885
    k. Candy Cutter, Hand - 790.887
    l. Auto Roller - 529.885

APPENDIX I

MANUFACTURING

I. UNSKILLED LABORERS
  1. MINERAL
    l. Die Casting Machine Set-Up Man - 514.380
    m. Casting Operator - 514. 782
    n. Grinding Mill Operator - 515.782
    o. Batch Maker- 515.885
    p. Briquetting Machine Operator - 519.885
    q. Arbor Press Operator - 616.782
    r. Mirror-Finishing Machine Operator - 603.782
    s. Screw Machine Operator - 604.782
    t. Fox-Lathe Operator - 604.782
    u. Boring Machine Operator - 606.782
    v. Cut-Off Saw Operator, Metal - 607.782
    w. Drop-Hammer Operator - 610.782
    x. The Setter - 612.380
    y. Coiler Operator - 613.782
    z. Table Operator - 613.782
    aa. Draw-Bench Operator - 614.782
    bb. Hoop-Flaring and Coiling Machine Operator - 619.782
    cc. Rifter - 571.884
    dd. Set-Up Man, Molding and Core-Making - 518.780
    ee. Core-Maker, Pipe - 518.884
    ff. Stone Grader - 670.384
    gg. Plater, Electroplater - 500.380
    hh. Cylinder Grinder - 500.781
    ii. Etcher, Electrolytic - 500.886
    jj. Anodizer - 501.782
    kk. Plater, Hot Dip 501.885
    ll. Fluoroscope Operator - 502.382
    mm. Flame Hardening Machine Set-up Man - 504.380
    nn. Armature Bander - 724.885
    oo. Antenna Assembler - 726.884
    pp. Electronic-Sensing Equipment Assembler - 716.884
    qq. Assembler, Clip-On Sunglasses - 713.887
    rr. Mill Hand, Plate Mill - 613.687
    ss. Die Barber - 705.781
    tt. Cathod Maker - 554.885
    uu. Crystal Cutter - 670.782
    vv. Carbon Setter - 519.887
    ww. Blender - 540. 782
  2. ANIMAL AND VEGETABLE
    a. Cheese Blender - 520.487
    b. Blending Plant Operator - 520.885
    c. Dividing Machine Operator - 520.885
    d. Ball Machine Operator - 520.886
    e. Rice Miller - 521.138
    f. Scrapman - 520.587
    g. Potato Chip Sorter - 526.687
    h. Cocoa Press Operator - 521.782
    i. Battery Operator - 521.782
    j. Candy Maker - 529.381
    k. Butter Maker - 529.782

APPENDIX I

MANUFACTURING

I. UNSKILLED LABORERS
  2. ANIMAL AND VEGETABLE (continued)
    l. Dairy Processing Equipment Operator - 529.782
    m. Cigarette Filter Making Machine Operator - 529.885
    n. Sucker Machine Operator - 529.885
    o. Blender - 520.687

APPENDIX I

MARINE SCIENCE

NATURAL AND THE SCIENCES: Possible occupational outlets for persons who show measured interests predominatly in the Natural and The Science fields.

- Agricultural Aide
- Agrononmist
- Animal Husbandman II
- Apiculturist
- Biological Aide
- Botnaist
- Chemist, Biological (Agricultural jounal, etc.)
- Entomologist
- Fish Culural Assistant
- Forester
- Fumigator, Orchard
- Horticulturist
- Meteorologist
- Poultry Husbandman
- Taxidermist, (Museum, etc.)
- Teacher, College or Univ. (Agricultural college)
- Technician, Agricultural
- Technician, Artificial Breeding
- Technician, Forestry
- Technician, Lab., Veterinary
- Veterinarian, Hospital Attendent
- Veternarian
- Weather Observer
- Zoologist

NATURAL: Possible occupational outlets for persons who show measured interets predominately in the Natural fields.

- Agricultural Aide
- Farmer, Animal
- Farmer, Crop Specialty
- Farmer, Dairyman
- Farmer, Fruit
- Farmer, General
- Farmer, Livestock
- Farmer, Poultry
- Farmer, Truck
- Farm Hand
- Fire Lockout
- Fire Patrolman
- Fisherman
- Flower Raiser
- Forester
- Gardener
- Groundsman
- Grounds Keeper
- Harvest Hand, Crop Specialty
- Harvest Hand, Fruit
- Nurseryman
- Packing Hand, Citrus
- Scout
- Stableman
- Tree Pruner
- Tree Surgeon
- Veterinarian, Hospital Attendant
- Vineyardist

THE SCIENCES AND PERSONAL-SOCIAL: Possible occupational outlets for persons who show measured interests predominately in The Sciences and Personal-Social fields.

- Ballistics Expert
- Chemist Assistant
- Chiropractor
- Chiropodist
- Clerk, Appointment (Dentist's or Phys. Office)
- Dental Hygienist
- Dentist
- Detective I
- Detective IV (Gov. Ser.)
- Osteopath
- Pharmaceutical-Detail Man
- Pharmaceutical Lab. Assit.
- Pharmacist
- Photographer, Commericial
- Physician
- Physician's Assistant
- Policeman
- Physical Therapist
- Psychiatrist

APPENDIX I

MARINE SCIENCE

THE SCIENCES AND PERSONAL-SOCIAL: Possible occupational outlets for persons who show measured interests predominately in The Sciences and Personal-Social fields.

Dietician
Editor, Department
 (Pychology, Sociology, etc.)
Embalmer
Handwriting Expert
Hydrothorapist
Instructor, Military
Lecturer, (Astronomy,
 public health, ect.)
Masseur
Medical-Records Librarian
Nurse III
Optometrist
Orderly
Psychologist
Research Worker
Research Worker, Social Welfare
Sales Clerk (Drugs, etc.)
Salesman, Advertising
Salesperson, (Drugs,
 scientifiic appliances, etc.)
Scientific Helper
Sociologist
Teacher, High School
Technician Medical
Technician, X-Ray
Undertaker
Vocational Adviser

MECHANICAL AND THE SCIENCES: Possible occupational outlets for persons who show measured interests predominantly in the Mechanical and The Sciences fields.

Acoustician
Architect, Building
Architect, Marine
Ballistics Expert
Building Inspector
Darkroom Man
Designer, Industrial
Dentist
Die Maker
Draftsman, Aeronautical
Draftsman, Mechanical
Draftsman, Structural
Dyer II
Engineer, Aeronautical
Engineer, Ceramics
Engineer, Civil
Engineer, Electrical
Engineer, Industrial
Engineer, Mechanical II
Engineer, Mechanical, Junior
Engineer, Mining
Engineer, Petroleum
Gunsmith
Instrument Maker I
Instrument Maker II
Lens Grinder
Lens Polisher
Mechanic, Instrument Man IV
Mechanic, Radio II
Motion-Picture Projectionist
Optician
Optometrist
Radio-Research and Experimental
 Mechanic
Repairman, Radio I
Scientific Helper
Serviceman, Hospital & Surgical
 Equipment
Spotter, General
Surveryor
Teacher, College or University
 (Engineering, drafting etc.)
Teacher, High School (Drafting,
 physics, math, science, etc.

APPENDIX I

MARINE SCIENCE

A. RESEARCH
  1. Aquatic Biologist - 041.081
  2. Marine Geophysicist - 024.081
  3. Marine Geologist - 024.081
  4. Hydrographer - 025.288
  5. Hydrologist - 024.081

B. CHEMICAL AND MINERAL EXTRACTION

C. OFF-SHORE DRILLING

D. FISHING
  1. Clam Dredge Operator - 431.782
  2. Clam Dredgeman - 439.687
  3. Fisherman, Pot, Trap - 431.884
  4. Fisherman, Spear - 433.884
  5. Fisherman, Line - 432.884
  6. Fisherman, Diving - 439.884
  7. Sponge Gatherer - 437.884
  8. Kelp Cutterman - 437.887
  9. Seal Hunter - 439.884
  10. Walrus Hunter - 451.884
  11. Fish Icer - 222.587
  12. Sponge Clipper - 437.887
  13. Shellfish Shucker - 521.887
  14. Fish Cleaner - 525.884
  15. Fish Machine Feeder - 521.886
  16. Shellfish Processing Machine Tender - 529.885

E. AQUACULTURE
  1. Fishery Bacteriologist - 041.081
  2. Fish Culturalist - 041.168
  3. Hatchery Man - 436.884
  4. Alligator Farmer - 436.181
  5. Frog Farmer - 436.181
  6. Fish Farmer - 436.181
  7. Shellfish Grower - 436.181
  8. Shellfish Bed Man - 426.884

F. MARINE ENGINEERING AND TECHNOLOGY
  1. Marine architect - 001.081
  2. Marine engineer - 014.081
  3. Marine draftsman - 014.281
  4. Skindiver - 379.884
  5. Diver - 899.281
  6. Diver pumper (helper) - 899.884

G. SURFACE AND ON SHORE SUPPORT
  1. Marine Engine Mechanist - 623.281
  2. Mechanist, outside - 623.281
  3. Motorboat Mechanic - 623.281
  4. Motorboat Mechanic helper - 623.884
  5. Motorboat Operator - 911.883
  6. Dockmaster - 891.138
  7. Dock Man - 891.884
  8. Manager, Marine Service - 187.168
  9. Laboratory Chief - 976.131
  10. Laboratory Tester - 029.181
  11. Laboratory Tester II - 029.381

APPENDIX I

FINE ARTS AND HUMANITIES

MECHANICAL AND THE ARTS: Possible occupational outlets for persons who show measured interests predominately in the Mechanical and The Arts fields.

Artificial-Limb Maker
Baker
Blacksmith II
Bookfinisher
Cabinetmaker I
Candymaker
Carver, Hand I
Commercial Artist, Illustrating
Copy Cameraman I
Darkroom Man
Decorator
Decorator, Display Man II
Decorator, Interior
Dentist
Designer, Furniture
Designer, Industrial
Die Maker II
Draftsman, Aeronautical
Draftsman, Architectural
Draftsman, Construction
Draftsman, Electrical
Draftsman, Map
Draftsman, Mechanical
Draftsman, Oil and Gas
Draftsman, Radio
Draftsman, Structural
Drapery & Upholstery Estimator
Dressmaker
Editor, Department (Garden and Home, Architecture, etc.)
Engraver I
Engineer, Aeronautical
Engineer Civil (City planning, etc.)
Etcher, Hand IV
Furrier II
Glass Bender
Gunsmith
Jeweler
Jeweler, Bench Hand VIII
Lithographic Artist
Luggage Maker
Painter I
Painter IV
Painter VII
Painter, Automobile
Painter, Furniture
Painter, Hand VI
Painter, Sign
Paperhanger II
Patternmaker IV (Garment)
Patternmaker, Metal
Patternmaker, Wood
Photoengraver
Photographer, Commercial (Industry, Machinery, etc.)
Piano Tuner
Picture Framer
Pipe-organ Installer
Potter, Jiggerman II
Property Man I
Repairman, Art Objects
Repairman, Furniture
Repairman, Luggage
Repairman, Musical Instrument
Repairman, Piano
Saddlemaker
Sheet-Metal Lay-out Man
Stone Carver
Stone Engraver
Stonemason
Tailor I
Taxidermist
Teacher, Coll. or Univ. (Architecture, design, etc.)
Teacher, Vocational Training
Technician Dental
Technician, Orthopedic
Tile Setter II
Tool Maker
Toymaker, Wood (and Metal)
Upholsterer II
Window Trimmer

APPENDIX I

FINE ARTS AND HUMANITIES

NATURAL AND THE ARTS: Possible occupational outlets for persons who show measured interests predominately in the Natural and The Arts fields.

Advertising Man
 (Agriculture, travel, etc.)
Architect, Landscape
Editor, Department
Engineer, Landscape
Flower Raiser
Gardener II
Horticulturist
Landscape Gardener
Nurseryman I
Nurseryman II
Photographer, Commercial
 (Out-of-doors specialty)
Taxidermist

THE ARTS AND THE SCIENCES: Possible occupational outlets for persons who show measured interests predominately in the Arts and The Sciences fields.

Architect, Building
Architect, Marine
Dentist
Draftsman, Aeronautical
Draftsman, Architectural
Draftsman, Construction
Draftsman, Mechanical
Draftsman, Oil & Gas
Draftsman, Radio
Editor, Department
 (Architectural design, etc.)
Engineer, Aeronautical
Engineer, Ceramics
Flower Raiser
Histological Illustrator
Horticuturist
Taxidermist
Teacher, Coll, or Univ.
 (Design, drafting, etc.)

THE ARTS: Possible occupational outlets for persons who show measured interests predominately in the Arts fields.

Arranger
Cartoonist
Carver, Hand
Commercial Artist, Illustrating
Concert Singer
Dancer
Decorator, Interior
Decorator, Set
Designer, Clothes
Designer, Cloth
Designer, Commercial
Designer, Costumer
Designer, Furniture
Designer, Stage-Scenery
Engraver
Etcher, Hand
Hair Stylist
Jeweler
Lithographic Artist
Model
Musician, Instrumental
Painter
Painter, Hand
Photographer, Portrait
Stone Carver

MECHANICAL AND THE ARTS: Possible occupational outlets for persons who show measured interests predominately in the Mechanical and The Arts fields.

Architect, Building
Architect, Landscape
Architect, Marine
Architectural Renderer
Mechanic, Scagliola
Milliner
Occupational Therapist
Ornamental Iron Worker

3. Music
    a. Composer - 152.088
    b. Conductor - 152.048
    c. Music Administrator - 152.168
    d. Choral Director - 152.048
    e. Instrumentalist - 152.048
    f. Vocalist - 152.048
    g. Music Therapist - 079.128
    h. Music Copyist - 152.588
        1. Copyist - 152.288
    i. Prompter - 152.368
4. Music Related Occupations
    a. Music Librarian - 100.388
    b. Piano Technician - 730.281
    c. Piano Tuner - 730.381
    d. Piano-Action Regulator - 730.781
    e. Piano Stringer - 730.884
    f. Musical Instrument Repairman - 730.281
    g. Music Critic - 132.088

D. ARCHITECTURE
    1. Architect - 011.081
    2. Architectural Draftsman - 001.281
    3. Marine Architect - 001.081
    4. Landscape Architect - 019.018
    5. Urban Planner - 199.168
    6. School Plant Consultant - 001.168

E. RELIGION AND THEOLOGY
    1. Clergyman - 120.108
        a. Protestant Clergyman - 120.108
        b. Roman Catholic Priest - 120.108
        c. Rabbi - 120.108
        d. Missionary - 120.108
    2. Director of Religious Activities - 129.108
    3. Director of Religious Education - 129.108
    4. Minister of Sacred Music - 152.048
    5. Christian Science Practitioner - 129.108
    6. Parish Worker - 129.208

F. LANGUAGE AND LINGUISTICS
    1. Linguist
        a. Interpreter - 137.268
        b. Translator - 137.288
    2. Scientific Linguist - 059.088
        a. Etymologist - 059.088
        b. Philologist - 059.088
        c. Phonologist - 059.088

Appendix I

FINE ARTS AND HUMANITIES

A. THE VISUAL ARTS
  1. Advertising Artist - 141 Series
    a. Art Director - 141.031
    b. Lay-Out Artist - 141.031
    c. Renderer - 970.281
    d. Letterer - 970.381
    e. Paste-Up Artist - 979.381
    f. Illustrator - 141.081
  2. Advertising Production Manager - 141.168
    a. Illustrator - 141.081
    b. Medical Illustrator - 141.081
    c. Cover Design Artist - 141.081
    d. Colorist - 022.181, 970.884, and .381
    e. Art Director, Retail Trade - 141.081
  3. Clothes Designer - 142.081
  4. Fur Designer - 142.231
  5. Garment Copyist - 142.281
  6. Fashion Artist - 141.081
  7. Artists in Motion Picture Occupations - 149 Series
    a. Art Director - 149.031
    b. Cartoonist - 141.081
    c. Cartoon-Background Artist - 141.081
    d. Color Advisor - 141.081
    e. Background and Title Artist - 141.081
    f. Inker and Opaquer - 970.381
  8. Designer - 142 Series
    a. Manager of Display - 142.031
    b. Commercial and Display Designer - 142.081
    c. Interior Designer and Decorator - 142.051
  9. Produce and Package Designers - 142.081
    a. Bank-Note Designer
    b. Cloth Designer
    c. Embroidery Designer
    d. Furniture Designer
    e. Handbag Designer
    f. Hat Designer
    g. Industrial Designer
    h. Jewelry and Flatware Designer
    i. Novelties Designer
    j. Ornamental Metalwork Designer
    k. Package Designer
    l. Pottery Decoration Designer
    m. Shoe Designer
    n. Sign Designer
    o. Stained Glass Window Designer
    p. Tile Designer
    q. Toy Designer
    r. Wallpaper artist - 141.281
  10. Painting and Sculpting - 144 and 148 Series
    a. Painter 144.081
    b. Graphics Artist - 141.081
    c. Cartoonist - 144.081
    d. Paintings Restorer - 144.281

        - e. Sculptor - 148.081
        - f. Potter - 148.081
    - 11. Photographer - 143 Series
        - a. Commercial Photographer - 143.062
        - b. Portrait Photographer - 143.062
        - c. Photograph Gallery or Studio Manager - 143.062
        - d. Motion Picture Photographer - 143 Series
        - e. News Photographer - 143.062
        - f. Television Cameraman - 143 Series
        - g. Scientific Photographer - 143.282
        - h. Aerial Photographer and Interpreter - 143.382 and 029.188
        - i. Finish Photographer - 143.382
        - j. Identification Bureau Photographer - 143.382
        - k. Camera Girl - 143.858
        - l. Photomachine Operator - 143.867
        - m. Street Photographer - 143.858
    - 12. Draftsman - 001 through 019
- B. OCCUPATIONS IN WRITING
    - 1. Literary Writer or Author - 130.088
    - 2. Playwright - 131.088
        - a. Scenario Writer - 131.088
        - b. Script Writer - 131.088
    - 3. Poet - 130.088
    - 4. Lyricist - 130.088
    - 5. Technical Writer - 139.288
    - 6. Copy Writer - 132.088
    - 7. Collaborator - 139.088
    - 8. Cross-Word Puzzle Writer - 139.088
    - 9. Greeting Card Editor - 139.088
    - 10. Humorist - 139.008
    - 11. Lexicographer - 132.088
    - 12. Critic - 032.088
    - 13. Technical and Scientific Publications Manager - 132.081
- C. PERFORMING ARTS
    - 1. The Dance
        - a. Choreographer - 151.028
        - b. Dancer - 151.048
    - 2. The Theatre
        - a. Stage Director - 150.028
        - b. Stage Manager - 964.138
        - c. Theatre Manager - 187.168
        - d. Public Relations Director - 165.068
        - e. Dramatic Arts Historian - 052.088
        - f. Playwright - 131.088
        - g. Stage-Scenery Designer - 142.081
        - h. Costume Designer - 142.081
        - i. Costume Mistress - 969.261
        - j. Drama Critic - 032.088
        - k. Dramatic Coach - 150.028
        - l. Actor - 150.048
        - m. Dramatic Reader - 150.048
        - n. Story Teller - 150.048
        - o. Property Foreman - 964.168
        - p. Flyman - 964.887
        - q. Stage Electrician - 824.381

APPENDIX I

BUSINESS AND OFFICE

BOOKKEEPING AND ACCOUNTING:

Accountant
Auditor
Bookkeeper
Bookkeeping Machine Operator
Clerk, Accounting
Clerk, Cost
Clerk, Payroll
Clerk, Statistical
Office-Machine Operator
Paymaster
Technician, Statistical
Teller

MANAGEMENT AND CONTROL:

Airport-Control Operator
Diplomatic Service Worker
Engineer, Industrial
Engineer, Sales
Food and Drug Inspector
Junior Executive
Lawyer
Manager, Cafeteria
Manager, Credit and Collection
Manager, Financial Institution
Manager, Industrial Organization
Manager, Hotel
Manager, Office
Manager, Retail Food
Public Relations Man
Purchasing Agent
Steward
Superintendent, Building
Trust Officer (banking)

SELLING AND BUYING (AND COLLECTING):

Advertising Man
Broker
Buyer
Collector
Commission Man, Agriculture Produce
Engineer, Sales
Freight-Traffic Agent
Field Contact Man
Investigator
Organizer
Sales Clerk
Salesman, Advertising
Salesman, General
Salesman, (Specific Commodity)
Salesperson, General
Solicitor
Stock Trader
Supercargo

APPENDIX I

BUSINESS AND OFFICE

BUSINESS AND PERSONAL-SOCIAL: Possible occupational outlets for persons who show measured interests predominately in the Business and Personal-Social fields. (Cont.

Clerk, Correspondence
Clerk, Employment
Clerk, Information
Clerk, Mail
Clerk, Personnel
Clerk, Post Office
Clerk, Shipping II
Collector IV
Commissary Man
Commission Man (Agri. Produce)
Cook V
Court Reporter
Customs-Collector Assistant
Diplomatic Service Worker
Director, Welfare
Dispatcher, Motor Vehicle
Economist
Editor, Department
  (Economics, pub. welfare, etc.)
Editor, News
Employment Interviewer
Engineer, Industrial
Engineer, Sales
Fingerprint Clerk
Freight-Traffic Agent
Front Clerk II
Housekeeper II
Investigator I
Labor-Relations Specialist
Law Clerk
Lawyer
Lecturer
Librarian
Manager, Retail Food
Manager, Sales
Miller II
Organizer
Passenger Agent I
Photographer, Street
Public-Relations Man
Purchasing Agent
Reporter
Routeman I
Salesman, Advertising
Salesman, General
Salesmen
Secretary
Social Secretary
Solicitor
Station Agent
Stenographer
Steward III
Supercargo
Teacher, College or University
  (Business, social service, etc.)
Teacher, High School
  (Commercial subjects)
Telephone Operator
Teller I
Ticket Agent
Timekeeper
Trust Office (banking)
Undertaker
Vocational Adviser
Winemaking

CLERICAL AND FILING:

Abstractor
Buyer Assistant
Clerk, All kinds
Court-Reporter
Librarian Assistant
Mail Carrier
Messenger
Office Boy
Office-Machine Operators
Passenger Agent
Radio Operator
Secretary
Station Agent
Stenographer
Telegraph Operator
Ticket Agent
Timekeeper
Typist

SHIPPING AND DISTRIBUTION:

Clerk, Checker
Clerk, Material
Clerk, Shipping
Clerk, Stock
Clerk, Tool
Freight-Traffic Agent

APPENDIX I

BUSINESS AND OFFICE

A. ACCOUNTING
   1. Accounting Manager (Senior) (Supervisor) - 160.188
   2. Accountant, Cost - 160.188
   3. Accountant, Budget - 160.188
   4. Accountant, Property - 160.188
   5. Accountant, Certified Public - 160.188
   6. Accountatn, Junior - 160.188
   7. Accounting Clerk, 219.488
   8. Accountant, Systems - 160.188
   9. Bookkeeper - 210.388
   10. Accountant, Tax - 160.168
   11. Accountant, Machine Processing - 160.188
   12. Statistician - 020.188
   13. Mathematician - 020.088
   14. Clerk, Trust - 231.588
   15. Accounting Representative - 164.168
   16. Accounts Supervisor - 168.168

B. COMPUTER
   1. Data-Methods Analyst (System Analyst) - o12.166
   2. Data Typist - 213.588
   3. Key-Punch Operators - 213.582
   4. Console Operator - 213.582
   5. High Speed Printer Operator - 213.382
   6. Programmer - 213. series
   7. Data-Reduction Technician - 213. series
   8. Tape Librarian - 233.387
   9. Auxiliary Equipment Operator - 223.387
   10. Card-to-Tape Converter Operator - 213.382
   11. Sorting Machine Operator - 213.885
   12. Tabulating Machine Operator - 213.782
   13. Teacher-Computer - 099.228

C. SECRETARIAL SCIENCE
   1. Stenographer - 201.368
   2. Legal Secretary - 201. series
   3. Medical Secretary - 201. series
   4. Court Reporter - 202.358
   5. Court Clerk - 202. series

D. MANAGEMENT
   1. Executive - 195.368
   2. Junior Executive - 195.368
   3. Public Relations Worker - 165.068
   4. Supervisor - 195. series
   5. Instructor, Teacher - 099.288
   6. Director, Educational - 186.118
   7. Manager, Owner - 195. series
   8. Assistant Manager - 195. series
   9. Organizational Methods Examiner - 620.068
   10. Real Estate Clerk - 219.388
   11. Real Estate Location Writer - 249.388
   12. Real Estate Posting Clerk - 219. series
   13. Teacher, Instructor - 099.288

APPENDIX I

BUSINESS AND OFFICE

E. PERSONNEL
   1. Supervisor - 205.138
   2. Interviewer - 166.268
   3. Recruiter - 166.268
   4. Manager (Agent) - 187.188
   5. Investigator (Personnel) - 205.368
   6. Personnel Clerk - 205.368
   7. Personnel Records Clerk - 205. series
   8. Personnel Relations Administrator - 106.188
   9. Personnel Monitor - 199.187
   10. Personnel Technician (Job Analyst) - 166.085
   11. Position Classifier - 166.188
   12. Personnel Counselor - 39 series
   13. Teacher-Personnel -099.288
   14. Utilization Technician - 205. series
   15. Administrative Officer - 169.168

F. FINANCE--INSURANCE--REAL ESTATE

Finance
   1. Financial Analyst - 020.118
   2. Financial Economist - 020.188
   3. Financial Aids Officer - 039.81
   4. Bank Cashier - 186.168
   5. Banking Reconciliation Clerk - 186. series
   6. Bank President - 186.118
   7. Bank Vice-President - 186.118
   8. Bank Auditor - 160.188
   9. Bank Teller - 212.368
   10. Bank Loan Officer - 186.288
   11. Accountant Analyst - 219.368
   12. Investment Counselor - 165.03
   13. Credit Manager - 108.168
   14. Teacher - 099.288

Insurance
   1. Attorney - 110.118
   2. Insurance Clerk - 219.388
   3. Insurance Examiner - 168.268
   4. Insurance Inspector - 249.368
   5. Insurance Safety Man - 168.168
   6. Insurance Actuary - 020.186
   7. Insurance Adjuster - 241.168
   8. Insurance Salesmen - 250.258
   9. Bordereau Clerk - 209.388
   10. Insurance Checker - 219.488
   11. Teacher, Instructor - 099.288

Real Estate
   1. Real Estate Broker - 250.388
   2. Real Estate Salesman - 250.388
   3. Real Estate Appraiser - 191.287
   4. Real Estate Escrow Clerk - 169.368
   5. Real Estate Counselor - 250. series

APPENDIX I

BUSINESS AND OFFICE

BUSINESS AND THE ARTS: Possible occupational outlets for persons who show measured interests predominately in the Business and The Arts fields.

Advertising Man
Beauty Operator
Buyer II
Cartoonist
Caterer II
Clerk, Stock II (Art, ceramics, etc.)
Commerical Artist, Illustrating
Decorator, Interior
Designer, Clothes
Designer, Industrial
Drapery and Upholstery Estimator
Editor, Department
  (Art, drama, radio, etc.)
Engineer, Studio
Hair Stylist
Librarian (Art gallery, etc.)
Photographer, Commercial
Photographer, Portrait
Radio Announcer
Salesman, Advertising
Salesman (Art lines)
Salesman (Art supplies, etc.)
Salesperson, General
  (art, notions, furniture, etc.)
Social Secretary
Teacher, college or university
  (Art, dramatics, publicity)

MECHANICAL AND BUSINESS: Possible occupational outlets for persons who show measured interests predominately in the Mechanical and Business fields.

Airplane Inspector
Airplane Pilot, Commercial
Automobile-Service-Station Attendant
Bookkeeping-Machine Operator
Building Inspector
Clerk, Personnel (Factory, etc.)
Clerk, Tool
Contractor II
Dispatcher, Motor Vehicle
Engineer, Industrial
Engineer, Petroleum
  (Production, promotion)
Engineer, Sales
Foreman (Machine Shop)
Foreman (Sawmill)
Linotype Operator
Miller II
Office-machine Operators
Radio Operator II
Salesman, General
Salesman (Machinery, tools, etc.)
Salesperson, General
  (Hardware, tools, etc.)
Serviceman, Automobile-Repair
Solicitor I (Mech. and Ind. apparatus, et
Superintendent, Building II
Teacher, College or University
Telegraph Operator
Timekeeper (Shop or Factory
Watchmaker
Winemaker

BUSINESS AND PERSONAL-SOCIAL: Possible occupational outlets for persons who show measured interests predominately in the Business and Personal-Social fields.

Advertising Man
Airplane Hostess
Airport-Control Operator
Appraiser, Real Estate
Boy's Club Secretary
Buyer III
Caterer II
Clerk, Appointment
Librarian Assistant
Mail Carrier
Manager, Athletic Team
Manager, Cafeteria
Manager, Credit and Collection
Manager, Financial Institution
Manager, Hotel
Manager, Office

APPENDIX I

BUSINESS AND OFFICE

G. OFFICE (CLERICAL)
   1. Clerk, General Office - 219.388
   2. Clerk, General - 209.288
   3. Cler, Typist - 209.388
   4. File Clerk - 206.388
   5. Tax Clerk - 219.388
   6. Mail Clerk - 231.588
   7. Router - 239.588
   8. Shipping Clerk - 222.138
   9. Order Clerk - 219.368
   10. Business Machine Operator - 207. series
   11. Transcriber-Machine Operator - 208.588
   12. Receptionist - 237.368
   13. Messenger - 230.878
   14. Timekeeper - 219.388
   15. Typist - 209. series
   16. Cashier - 211.138

More specific occupations within the Business Cluster showing variety in selection:

BUSINESS AND THE SCIENCES: Possible occupational outlets for persons who show measured interests predominately in the Business and the Sciences fields.

Botanist, Commerical
  (Nursery, etc.)
Clerk, Appointment
  (Physician's or dentist's office)
Clerk, General
  (Hospital, zoo, museum, etc.)
Clerk, Information
  (Museum, hospital, etc.)
Clerk, Material
  (Hospital, or laboratory storeroom)
County Agriculture Agent
Detective IV
  (Gov. service, FBI, etc.)
Dietician
Economist
Editor, Department
  (Commercial-scientific)
Engineer, Civil (supervisory)
Engineer, Industrial
Engineer, Mining
  (Promotional, selling, etc.)
Engineer, Petroleum
Engineer, Sales

Field Contact Man
Fingerprint Classifier
Geologist
Job Analyst
Medical-Records Librarian
Metallurgist
Optometrist
Pharmaceutical, Laboratory Assistant
Pharmacist
Physician's Assistant
Physicist, Commercial
  (mfg. and research)
Salesman, (Scientific apparatus
  and supplies)
Scientific Helper
Secretary, (To physician or
  scientist)
Stenographer
  (Coroner, scientist, etc.)
Statistician
Weather Observer
Zoologist